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ABSTRACT

Designed for use by classroom teachers and administrators to guide the development of local instructional programs, this guide prescribes the minimum content for public school instruments in K-12 social studies in the state of Alabama. The emphasis of the curriculum is on history and geography instruction, and, within this context, this document requires that all students at every level study and analyze the concepts and information from the social sciences. The guide provides program goals, student outcomes, instructional emphases, and strategy suggestions for each of the grade, K-12. The student outcomes represent minimum required content and define student performance. Six appendices are included. (Contains 17 references.) (DB)

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Alabama Course of Study Social Studies

"We hold these
truths to be self-
evident: that all men
are created equal,
that they are
endowed by their
Creator with
certain unalienable
rights; that among
these are life,
liberty, and the
pursuit of happiness."

The Declaration
of Independence,
1776

Wayne Teague
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ALABAMA STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama 36130-3901

Bulletin 1992, No. 20

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Alabama Course of Study
Social Studies

Wayne Teague
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
Montgomery, Alabama 36130-3901
BULLETIN 1992, NO. 20

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Gordon Persons Building
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Montgomery, AL 36130-3901

Wayne Teague
State Superintendent of Education

*"Promoting Excellence
in Alabama's Schools"*

May 1992

Dear Educator:

Social Studies is an essential aspect of a child's educational program. During the past decade, much thought and research have occurred regarding the most important goals of a social studies program and the ways those goals may best be achieved. Alabama educators and many nationally known educators agree that students need to become more historically and geographically literate, thereby growing into more responsible citizens.

Designed for use by classroom teachers and administrators to guide the development of local instructional programs, this document prescribes the minimum content for public school instruction in K-12 Social Studies. It is the sincere hope of your Superintendent of Education, the State Board of Education, and the Social Studies Course of Study Committee that this document will direct a stronger emphasis on history and geography. It will better prepare future adult citizens of a democracy to be productive in attending to personal, state, national, and international matters of economy and to be responsible in matters of government and ecology.

Wayne Teague

Wayne Teague
State Superintendent of Education

Alabama Course of Study: Social Studies

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Preface

The *Alabama Course of Study: Social Studies* prescribes minimum content for public school instruction in K-12 Social Studies (Ala. Code §16-35-4). This document requires that, within the context of history and geography, all students at every level study and analyze concepts and information from the social sciences. The outcomes represent minimum required content and define student performance.

This document provides program goals, student outcomes, instructional emphases, and strategy suggestions for Grades K-12. Emphasis on history and geography in the *Alabama Course of Study: Social Studies* (1992) is broad in scope, integrated, and focused in a sound base of time and place. A literature- and document-enriched program is strongly encouraged. Many examples are provided in student outcomes and through grade-level bibliographies; however, specific books are not required. Student outcomes are specific but not exhaustive. Teachers and administrators must tailor this program to match unique needs and resources, selecting suitable materials and adding desired outcomes. This process of adaptation is a part of the development of local curriculum plans based on the minimum content of this document.

The Social Studies Course of Study Committee was appointed by the State Board of Education as required by Ala. Code §16-35-1 (1975). Selection was based on local superintendent recommendations, and the committee consists of social studies teachers and administrators at the early childhood, middle school, high school, and college levels. In addition to educators, the committee was expanded by amendment in 1991 to §16-35-1 to include business and professional persons appointed by the Governor.

In developing the *Alabama Course of Study: Social Studies*, committee members researched journal articles and recent similar documents from other states, listened to and read statements from interested individuals and groups throughout the state, and discussed issues among themselves and with colleagues. Finally, they wrote and revised to provide the best document possible for Alabama students.

> *Within the context of history and geography, K-12 students study and analyze concepts and information from the social sciences.* ❦

Acknowledgments

This course of study was developed by the 1991-92 Social Studies Course of Study Committee. The committee began work in June 1991, and the State Board of Education approved its work in May 1992. Many hours were spent exploring the current research in the field of social studies, reading and listening to testimony from public hearings, discussing curriculum needs of Alabama school students, and writing and editing this document.

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Introduction

The children of Alabama have been born into one of the most remarkable times in human history: a time of rapid change, a time when the inhabitants of this earth have been brought closer together through technological innovation as well as economic and environmental interdependence. Virtually every aspect of economic life is a product of the world community. Through dramatic technological advancements, people have almost immediate contact with any location on the planet. Despite technological advancement, however, life on earth remains dependent on the health and vitality of the natural environment.

As inheritors of America and of the earth, much will be required of Alabama's children. They must address problems of increasing economic differences between the wealthy and the poor. They must deal with the challenges that population growth will place on living space, economic prosperity, and the environment. As citizens of a democracy, they must continue to forge unity from a diverse population.

Citizenship in the twenty-first century will be challenging. Unlike other nations, America is not united by religious, ethnic, or racial likeness. Its binding heritage is a democratic vision of liberty, equality, and justice. If today's youth are to preserve and bring that vision to daily practice, it is imperative that all citizens understand how America was shaped in the past, how events and forces helped or obstructed it, and how it has evolved to its present status (Bradley Commission on History in Schools, p. 2). To gain the knowledge, understanding, and skills needed to prevail in the modern world, Alabama's students must be well versed in the history and geography of their nation and the world.

History and geography are woven of the same fabric. History is the chronicle of human choices, while geography is the pattern created in the space in which these choices have been made. Artificial separation of disciplines has caused these two dynamics in the human story to be separated and divorced from their linked expression. The bonding of geography with history is appropriate in any effort to comprehend what has happened to create the earth's present landscape and the

> *America's binding heritage is a democratic vision of liberty, equality, and justice.*

human record. There can be no history without geography; but, at the same time, there can hardly be geography without history. (Salter, p. 1)

In the *Alabama Course of Study: Social Studies*, history and geography are the base, the integrative disciplines, that give unity of purpose and focus to the study of the social sciences. Within the context of history and geography, all students at every level study and analyze current events as well as concepts and information from economics, political science, and the other social sciences. In addition, distinct courses in government and economics are required for all students. The *Alabama Course of Study: Social Studies* is a tightly woven K-12 program with each course and each grade-level requirement an essential ingredient in the fabric.

The K-3 program calls for the introduction of social science concepts in a developmentally appropriate manner. Third-grade social studies is a yearlong, chronological study of the United States and the world with a geographical emphasis. The *Alabama Course of Study: Social Studies* requires that the traditional expanding-horizon concept be enhanced to include an increased emphasis on time and place. Through their study of people from different times and different physical and human environments, students also learn concepts from all the social sciences. In the early elementary years, teachers are expected to read regularly and often to students from appropriate books and stories. At appropriate times, students read, write, and complete projects to supplement textbook instruction.

The 4-8 curriculum requires the first study of chronological history, with a full year of Alabama history and geography in the fourth grade. In Grades 5-8, students study the United States and the world, particularly the interrelatedness of the natural environment and people, with chronology as the organizer for all the social sciences. The fifth-grade course focuses on the development of early America and is linked to an eighth-grade study from the Revolution through Reconstruction. The sixth- and seventh-grade courses are a two-year study of world history and geography, focusing on the ancient world in the sixth grade and the Middle Ages to the French Revolution in the seventh grade. Students in Grades 4-8 read widely from selections of literature and documents, write to learn and to share ideas, and complete projects to supplement the traditional textbook.

History and geography (time and place) are the integrative disciplines that give unity of purpose and focus to the study of the social sciences.

The 9-12 curriculum includes the study of Alabama, the United States, the world, geography, government, and economics. Ninth-grade Alabama History and Geography focuses on the twentieth century. Tenth-grade World History and Geography includes the time from 1789 to the present. The eleventh-grade study of America focuses on the twentieth century. In each of these courses, the relationship between the natural and human environments is essential. The core of the high school program is the study and analysis of issues in the modern United States and the world, building upon knowledge and skills gained in the middle school. Students read widely from literature, documents, and primary sources to help them gain a vision of world society. High school students write frequently and regularly and complete research projects.

The K-12 curriculum unfolds a story of humans and their environment. This story tells of history, geography, sociology, psychology, economics, anthropology, and political science. Social studies should be a story well told. The *Alabama Course of Study: Social Studies* requires that students and teachers work together, using all of the resources available to tell the story well. Teachers need to prepare thoughtful, challenging lessons that require active participation by students. Students need, at all grade levels, both to participate and to reflect as they read, discuss, write, and complete projects.

People throughout time have faced the same challenges in one form or another. Regardless of when or where people have lived, they have a similar set of needs and challenges. They must acquire the basic needs for survival—food, shelter, and clothing. Moreover, people must learn to associate with other people in their immediate environment—family, persons in the community—and those in the extended environment of the state and nation. On a more complex level, people must learn to associate as individuals and nations on a global scale. Finally, they must make thoughtful decisions about morality, ethics, and values in order to become productive citizens. The *Alabama Course of Study: Social Studies* provides the academic framework for students in Alabama's schools to gain the knowledge and skills needed for citizenship in the twenty-first century. ❦

> *People must learn to associate as individuals and as a group with other individuals and nations on a global scale.* ❦

A Conceptual Framework: The Alabama K-12 Social Studies Program

The conceptual framework is a graphic depiction of the Alabama K-12 Social Studies Program. It represents the features that give completeness and unity to the program. The **program goals** for K-12 Social Studies are historical literacy, geographical literacy, and civic responsibility. These goals are not developed independently but will be attained as a result of planned, organized instruction and learning that integrates social studies disciplines and specific instructional emphases.

Historical literacy includes students' understanding of time and the relationships of events to time and to each other; interpretation of cause and effect; recognition of the reasons for change and the sources of continuity; understanding of the culture, ideas, and beliefs of a people; development of a sense of the time, place, and people in another era; and the defining of a people and a nation.

Geographical literacy represents students' ability to study the characteristics of places in which historical events occurred, to analyze the effects places have on events, to use locational skills and terms (maps and globes), to understand the interaction of people and the environment, to analyze the migration of people from one place to another and the changes resulting from the migration, and to understand global complexity and interdependence through the study of world regions.

Civic responsibility is reflected in students' understanding and demonstration of good citizenship, ethical behavior, and democratic values; working for justice and human rights; critical thinking; knowledge and understanding of the concept of the law and government; and actively participating in the democratic process.

The Alabama K-12 Social Studies Program is a **history- and geography-** (time and place) **based** program. The concepts of both disciplines form the foundation of the program. While the base is history and geography, they are supplemented by the integration of the other social studies disciplines. The integrated

> *Program goals for K-12 Social Studies are historical literacy, geographical literacy, and civic responsibility.*

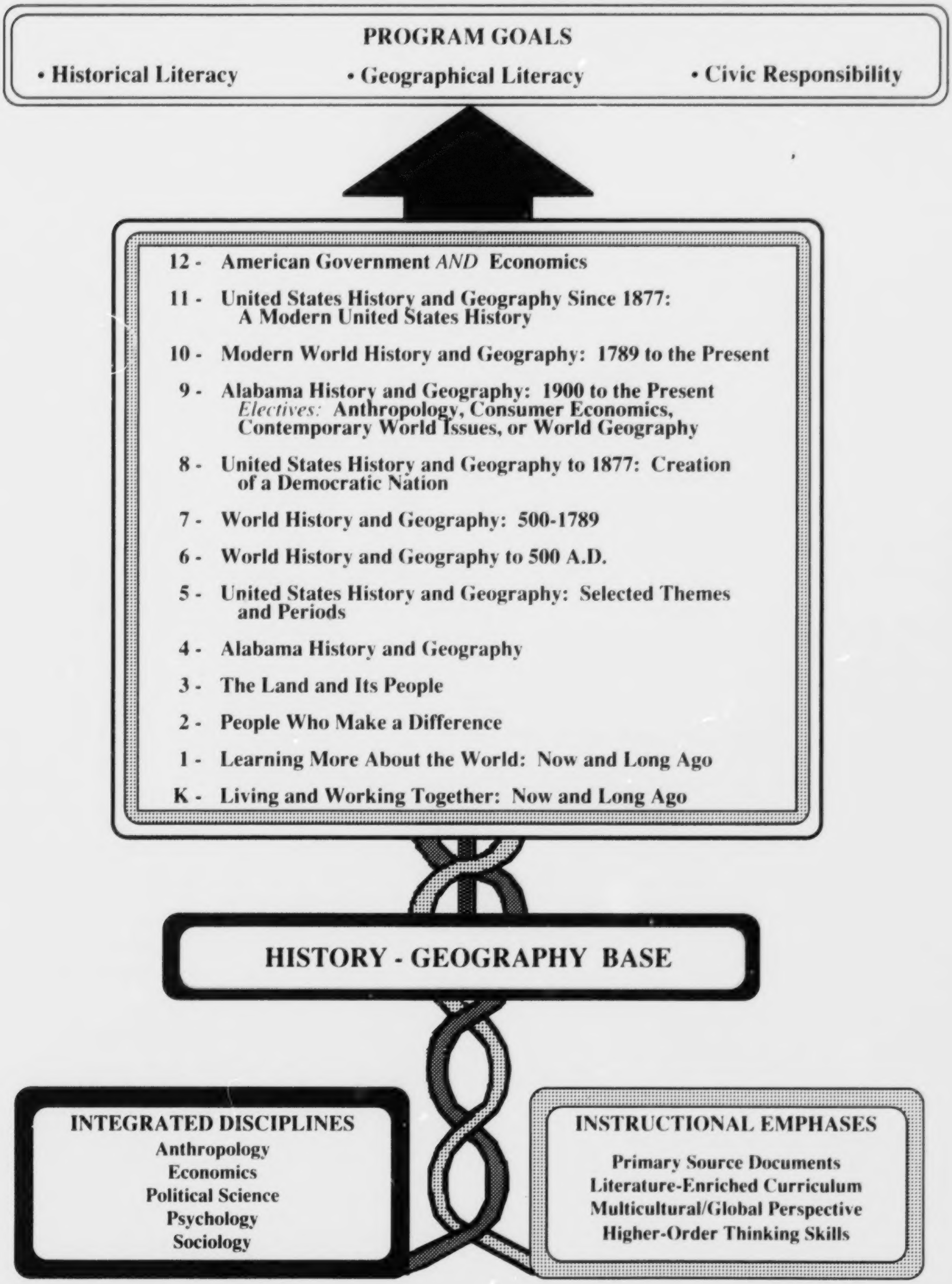
disciplines include anthropology, economics, political science, psychology, and sociology. The integration of these disciplines is necessary to show relationships, to present accurate content, and to interpret past and present events and conditions.

For students to accomplish the outcomes in this document, teachers must maintain regular **instructional emphases** of four types. (1) Primary source documents of and about the time enrich the social studies program and enable students to visualize and empathize with people of other times and places. (2) Literature from and about the various periods and places provides a rich resource for knowledge and understanding. Its use is one of the best ways to enable students to visualize a time, an event, and a place from the eyes of the participants. (3) A multicultural and/or global perspective must emerge. As the world continues to grow in population, it shrinks in size due to technology. Students must understand and connect past local, national, and international occurrences with the present; recognize and accept change; and understand the experiences of people of various cultures in the United States and in the world community. (4) If students are to function as informed and productive citizens, they must be taught to think critically and creatively; to ask questions and seek information; and to make intelligent decisions based on the best information available.

In the early grades, students learn more about themselves and the local environment. They participate in activities directed toward developing responsibility, learning cooperation, and participating in decision making. Students encounter formal geography for the first time in the third grade as they study and compare the United States and world regions. The formal study of history begins with fourth-grade Alabama history that is continued at the ninth grade. United States history is in Grades 5, 8, and 11, with each course providing a link to the other. World history is taught in sequential courses in Grades 6, 7, and 10. The twelfth-grade courses are government and economics. ❦

Primary sources and literature of and about the time enrich the social studies program. ❦

THE ALABAMA K-12 SOCIAL STUDIES PROGRAM



PROGRAM GOALS

- Historical Literacy
- Geographical Literacy
- Civic Responsibility

12 - American Government *AND* Economics

11 - United States History and Geography Since 1877: A Modern United States History

10 - Modern World History and Geography: 1789 to the Present

9 - Alabama History and Geography: 1900 to the Present
Electives: Anthropology, Consumer Economics, Contemporary World Issues, or World Geography

8 - United States History and Geography to 1877: Creation of a Democratic Nation

7 - World History and Geography: 500-1789

6 - World History and Geography to 500 A.D.

5 - United States History and Geography: Selected Themes and Periods

4 - Alabama History and Geography

3 - The Land and Its People

2 - People Who Make a Difference

1 - Learning More About the World: Now and Long Ago

K - Living and Working Together: Now and Long Ago

HISTORY - GEOGRAPHY BASE

INTEGRATED DISCIPLINES

Anthropology
Economics
Political Science
Psychology
Sociology

INSTRUCTIONAL EMPHASES

Primary Source Documents
Literature-Enriched Curriculum
Multicultural/Global Perspective
Higher-Order Thinking Skills

Trends, Issues, and Position Statements

History and Geography Core

Numerous national committees have prepared proposals for the reform or revitalization of social studies. In 1987 the Bradley Commission on History in the Schools released its recommendation in *Building a History Curriculum: Guidelines for Teaching History in Schools*. In 1988 the National Commission for the Social Studies, representing several organizations including the National Council for the Social Studies, released its report "Charting a Course: Social Studies for the Twenty-first Century." Both commissions, composed of nationally prominent scholars in education and social science as well as classroom teachers, call for a history-geography social studies program ensuring that every student in America takes several courses in United States and world history. In addition, the commissions recommend altering the traditional expanding horizons curriculum to focus on a history- and geography-based early elementary program. Further, they propose that social studies instruction focus on concepts and ideas rather than on factual content. These recommendations are strongly supported by the Social Studies Course of Study Committee and are reflected in this document. ❦

New Definition of History

Revitalization of the social studies depends upon an expanded definition of history. The perspectives and modes of thoughtful judgment derived from the study of history are many; and those modes of thought (Habits of the Mind) should be the principal aim of any social studies class (Appendix A). Courses in history and other social studies should be designed to take students well beyond factual information and even beyond the formal skills of logical, critical thinking to certain traits of mind that constitute real wisdom about life. Developing these habits of the mind, students become aware of the past's influences on their own lives and their society. They see the past as it was lived by people at various times and places, with historical empathy rather than presentmindedness. They recognize how people and their cultures differ, while sharing a common humanity. They grasp the interplay of change and continuity and of humans and the natural environment. They learn the importance of ideas and of individual characters in history as well as the role of accident and unreason. They understand that not all problems have solutions and that people have always had to live with uncertainty and unfinished business.

They see the complexity of cause; they avoid easy generalizations and stereotypes; and, knowing that judgments about the past must often be tentative, they are ready to question "lessons" of history that are offered as quick, simple cures for complex problems in their contemporary world (The National Center for History in the Schools, pp. 41-42).

Outcomes in the *Alabama Course of Study: Social Studies* support this new definition of history, particularly in the pervasive emphasis on higher-order thinking. It is recognized, however, that social studies teachers must be the catalyst for inspiring and nurturing the traits of the mind that yield wisdom about life. ❦

New Definition of Geography

Likewise, significant reform of the social studies curriculum is dependent upon an expanded definition of geography. Geography provides a bridge between the social and physical sciences. It combines the human and physical aspects of the world into one. As a spatial science, it identifies and analyzes patterns on the earth, examines place and location on the earth's surface, explores the relationships between people and the environment, and provides a base for understanding the interdependence of people of the world.

Human behavior, such as modification of the environment, has consequences both positive and negative. Realizing this, students develop the mental habit of weighing actions, both their own and eventually those of society. Moreover, they learn to recognize patterns in movement, settlement, and land use and to enlarge their concept of geography beyond location to include relationship, movement, regions, and human characteristics of places such as ideologies, governments, philosophies, and religion (Appendix B).

Geography teaches students to ask, "Where?" and then "Why there?" There are other important questions associated with geographic thinking. Why do people live in a given place? How is the place connected with other places? What patterns on the landscape show human movement and activity? How have people altered and adapted to the environment? Asking such questions about the world and how it works takes students beyond memorizing facts. Geographic thinking encourages students to observe and to analyze their observations, thus enabling them to make sense of their complex world.

Outcomes in the *Alabama Course of Study: Social Studies* are developed in accordance with this new definition of geography. Implementing the outcomes in the *Alabama Course of Study: Social Studies* enlarges students' concept of geography, thus promoting geographical literacy. ❦

Teacher Training and Staff Development

As the Social Studies Course of Study Committee developed this document based on a new definition of history and geography and on the integration of these disciplines, it became increasingly evident that some teachers may not be presently prepared to provide instruction as envisioned by the committee. The committee recognizes the need to train and retrain K-12 teachers. In an integrated curriculum, teachers must be prepared to teach more than factual information. They must be prepared to teach students how to think about the content. Consequently, teachers themselves must know more than just content. They need a clearer understanding of these social studies disciplines in order to teach them to students. They must develop social studies' habits of mind.

In order to prepare teachers adequately, state education agencies and local school systems must provide staff development programs that prepare teachers to implement the history- and geography-based curriculum. While efforts have been made to provide needed staff development, these efforts thus far have been limited. It is clear that massive numbers of K-12 teachers must receive intensive training on ways to implement this social studies curriculum. Thoughtful, cooperative planning with the use of new resources, such as interactive television broadcasts, must take place. In addition, preservice training of teachers must include more upper level courses and prepare potential teachers to implement a higher level of instruction. Finally, the preservice training of teachers must provide for more content expertise in history, geography, and the other social sciences among elementary teachers. ❦

Literature/Primary Source Documents

The use of literature enriches and enhances a student's understanding and perspective of the social studies. Historical fiction, essays, biographies, documents, legends, folk tales, poetry, plays, songs, and myths provide a vehicle for students to explore historical and geographical concepts and events. Literature also enables students to gain insights into other cultures and the lives of people at various times.

The Social Studies Course of Study Committee believes that the use of literature adds to the richness of the K-12 social studies program and that, as students read extensively and/or are read to from a variety of literary works, social studies comes alive. The committee also believes that the use of selected primary sources and documents is essential in the social studies program. Consequently, the *Alabama Course of Study: Social Studies* includes outcomes in all middle school and high school courses that reflect the need for students to read and study selected primary sources and documents. ❦

Technology and Social Studies

Technology is affecting social studies through new software packages such as interactive video disks. Telecommunications is an expanding area of technological impact in social studies. Television also continues to play a large role in social studies with several cable and satellite "made for school" news programs aired daily in many schools.

As citizens of "an electronic village," students must have knowledge and understanding of the impact of technology on their lives. All students should participate in learning activities using the most current technological innovations. Students need to develop databases and interactive software and use television and telecommunications as part of their regular social studies program. Technology in the social studies class should be a tool to extend knowledge and understanding of content. ❦

Depth versus Breadth

A significant aspect of the history-geography program as established by the *Alabama Course of Study: Social Studies* is depth versus breadth. Traditionally, social studies programs have included a series of survey courses. In this document, survey courses have been replaced with a series of in-depth history and geography classes. Content in the K-3 program is interrelated, thus enabling students to study more concepts needed to build solid history-geography knowledge bases. The fourth-grade course is a yearlong study of Alabama history and geography, while the ninth-grade semester course focuses on the twentieth century. The fifth, eighth, and eleventh grade courses focus on American history, each requiring a detailed study of a particular time frame. Likewise, world history is studied in segments in the sixth, seventh, and tenth grades. Though this course organization provides time for depth of coverage, it also requires a new and thoughtful approach to content. ❦

Kindergarten
Living and Working Together: Now and Long Ago

Kindergarten students learn how to live and work together. In addition, they learn how other people have lived and worked together by touching things from the past and by hearing and discussing stories of other times and other places. Kindergartners learn best by active manipulation and exploration of their environment as they construct understanding of relationships among objects, people, and events. As students live and work together in the school setting, play, drama, movement, music, art, and hands-on activities are necessary components of a developmentally appropriate social studies curriculum for this age group.

Student outcomes for the kindergarten social studies curriculum are organized under three topics.

- Acquaintance With Self and Others
- Acquaintance With the Physical World
- Responsibility to People and the Physical World

These topics are intended to provide teachers with the major emphases in the kindergarten social studies curriculum and are not intended to be separate units of study. Content in the three areas overlaps and can be integrated throughout the school day. Local educators writing their own curriculum plans should outline the sequence in which this content can best be taught as well as how the content is taught. Many of the outcomes require continuous development and are approached through various instructional strategies throughout the year. Field trips, visits by resource people, and experiential activities, such as classroom projects, give children opportunities to develop and practice school skills in the context of an increasingly interdependent world.

Students explore questions that address their understanding of the world around them and how they relate to it. How am I special and different? How did

Kindergartners learn best by active manipulation and exploration of their environment as they construct understanding of relationships among objects, people, and events.

life differ in other times and places? How do people make decisions about right and wrong? How do characters in stories deal with such qualities as honesty, cooperation, and compassion?

Acquaintance With Self and Others

Much of the kindergarten social studies program focuses on teaching students to live within the school setting. Five-year-olds are expected to exhibit care when interacting with others and with material resources; for example, to value themselves, others, material possessions, and classroom property. Kindergarten students learn to work together: to share, to accept responsibility, and to contribute to a group. Students' relationships with others are founded upon principles and standards consistent with the democratic ethic and law. They become aware of human diversity as they work together and are exposed to a variety of appropriate literature selections. The study of holidays, customs, and traditions offers another opportunity for exposure to different ways of living.

Students learn more about human nature through listening to and reading folk tales, stories from now and long ago, and stories set in other places. Specifically, five-year-olds are encouraged to identify behaviors of characters found in literature, to describe the impact of the characters' behaviors on others, and to discuss behaviors that might have produced different results. Students extend an understanding of themselves and others through literature-based activities that include discussions, cooperative play, story retelling, dramatizations, puppetry, and constructions of story scenes. Students develop positive attitudes toward truth, responsibility, and the work ethic. Through books, such as *Georgia Music* by Helen V. Griffith, students discuss attitudes such as compassion and caring for others.

Acquaintance With the Physical World

Another emphasis of the kindergarten social studies program is the exploration of the school and its immediate physical environment. Specifically, students describe the physical features of the school and surrounding locality such as the landscape, grounds, physical structures, and transportation routes. Five-year-olds observe changes in the school grounds caused by changes in the weather and seasons. Also students explore the mutual effect of human habitation and the natural environment. Students begin to recognize that

Kindergarten students learn to work together: to share, to accept responsibility, and to contribute to a group. ❦

the physical world changes over time and that the changes are the result of both natural and human processes. There are positive and negative aspects of both types of processes. Kindergarten students receive initial map-related instruction as they interact with three-dimensional representations of their immediate environment. Students are introduced to the five fundamental themes of geographic education: Location, Place, Relationships within Places, Movement, and Regions (Appendix B).

Students' acquaintance with the physical world is enhanced through hearing about and discussing how people lived at different times and in different places. Through first-hand experiences and vicariously experienced adventures through literature, students are encouraged to explain how their lives might have been different in other times and/or in other places.

Responsibility to People and the Physical World

The overall goal of the kindergarten social studies curriculum is the development of individual and group responsibility toward humanity and the environment. Two primary methodologies are important for achieving this goal. First, through direct experiences and law awareness, students learn those behaviors that are necessary for good civic life in the school setting. Second, through listening to literature, students expand their understanding of responsible, moral, civic behavior (Kindergarten Literature List, p. 23). Both methodologies are intended to help students think through the consequences of their behavior and to exhibit values and actions consistent with the democratic ideal. ❦

> *Students' acquaintance with the physical world is enhanced through hearing about and discussing how people lived at different times and in different places.* ❦

KINDERGARTEN

LIVING AND WORKING TOGETHER: NOW AND LONG AGO

	STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.

Students will

MAP AND GLOBE SKILLS

1. Develop initial map and globe skills.
   - Symbols: Compare objects that are real with those that are models.
     Examples: constructing real and imagined neighborhoods and workplaces using large blocks and props, and describing them to classmates; drawing a picture of the school to show that a picture (symbol) represents a real object
   - Symbols: Comprehend messages expressed through symbols.
   - Location: Describe self in spatial relationship to other people and objects in the room.
     Examples: determining which chair is farthest from the pencil sharpener and verifying with a string, locating the teacher's desk on a map of the classroom
   - Direction: Give and follow verbal instructions related to classroom positions (front, back).
     Example: playing the game "Simon Says" using the commands that orient toward different positions
   - Scale: Be able to estimate distance using non-standard measures (length of classroom by strides).
   - Scale: Compare the differences in size between a person/object and a representation (picture, model) of same.

KINDERGARTEN

LIVING AND WORKING TOGETHER: NOW AND LONG AGO

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
GRAPHIC ORGANIZERS	2. Develop initial ability to display information in graphic form. - Graphs Example: making a pictograph of the methods of transportation used in getting to and from school - Maps Example: making a sand box map of the playground - Globes Example: observing different sizes of globes, noting features (land forms and water)
REFERENCE SKILLS	3. Begin to locate new information and to express understanding of the new information in various classroom projects. Examples: displaying on a mural findings from taking a walk through the school, making a poster of a picture of another time or another place encountered through literature

KINDERGARTEN

LIVING AND WORKING TOGETHER: NOW AND LONG AGO

TOPICS	STUDENT OUTCOMES
	Students will
ACQUAINTANCE WITH SELF AND OTHERS	4. Develop an awareness of the uniqueness of individuals. Examples: characteristics, basic emotions, capabilities
	5. Develop an awareness of human diversity and an appreciation of differences in people.
	6. Develop an awareness that people are similar even though there is human diversity.
	7. Build an understanding of different cultures through the exploration of holidays, customs, and traditions.
	8. Develop an awareness of the lives of children in other times and in other places.
	9. Discover characters and events from literature that demonstrate the impact of one person's behavior upon another. - Consequences of helping others - Consequences of hurting others
	10. Become aware of conflict and value issues that arise in the classroom and in selected stories and nursery rhymes. - Honesty - Helpfulness - Cooperation - Compassion - Deception - Hopes - Fears
	11. Associate behavioral choices with their resulting impact on self and others.

KINDERGARTEN

LIVING AND WORKING TOGETHER: NOW AND LONG AGO

TOPICS	STUDENT OUTCOMES
ACQUAINTANCE WITH THE PHYSICAL WORLD	Students will 12. Increase awareness of various environments. - Home - School - Neighborhood 13. Demonstrate that school is a place for learning and working. 14. Become familiar with the physical features of the school and the surrounding locality. - Location Examples: crosswalk near the school, flagpole - Place Examples: hilly, flat, trees - Relationships within places Example: improvement of the school neighborhood - Movement Example: route from home to school - Regions Example: model of neighborhood with school, houses, shopping areas 15. Relate the effect of weather and seasons to daily living. - Personal/family - School grounds 16. Develop an awareness of the reasons for changes in the environment. - Pollution - Weather - Time - Human alteration

KINDERGARTEN

LIVING AND WORKING TOGETHER: NOW AND LONG AGO

TOPICS	STUDENT OUTCOMES
	Students will
ACQUAINTANCE WITH THE PHYSICAL WORLD (continued)	17. Demonstrate the ability to manipulate models of physical structures in the immediate environment. Examples: three-dimensional floor map, table-top models, blocks
	18. Develop an awareness of symbolic representations associated with maps and globes. Examples: body mapping, mapping from a bird's-eye view, distinguishing differences in ocean and land masses
	19. Demonstrate an understanding of locations of places by using relative terms. Example: The lake is beside the house.
	20. Distinguish between wants and needs. - Scarcity - Necessity for choices
	21. Describe ways that people in various group settings satisfy wants and needs both now and long ago. - Trading - Purchasing Example: role-playing selling merchandise in a store
	22. Distinguish between goods and services. Example: role-playing in a restaurant setting with a customer, a waiter, and a cook

KINDERGARTEN

LIVING AND WORKING TOGETHER: NOW AND LONG AGO

TOPICS	STUDENT OUTCOMES
	Students will
ACQUAINTANCE WITH THE PHYSICAL WORLD (continued)	23. Compare different forms of communication and transportation over time. - Past times - Present times - Different locations
	24. Develop an understanding of human-made and natural resources and the value of each. - School supplies - Books - Energy - Water - Trees - Soil
RESPONSIBILITY TO PEOPLE AND THE PHYSICAL WORLD	25. Become aware of the democratic ethic (cooperation and individual responsibility) as implemented in the school setting. Examples: suggest rules, abide by rules, understand reasons for rules, help make group decisions
	26. Exhibit behaviors that are part of good civic life in the school setting. - Sharing - Considering the rights, ideas, and feelings of others - Taking turns - Doing chores - Following rules and laws
	27. Contribute to solutions of problems that arise in the school setting. Examples: sharing scarce resources, sharing space with others, sharing the teacher with others, bringing activities to conclusion

KINDERGARTEN

LIVING AND WORKING TOGETHER: NOW AND LONG AGO

TOPICS	STUDENT OUTCOMES
	Students will
RESPONSIBILITY TO PEOPLE AND THE PHYSICAL WORLD (continued)	28. Exhibit personal responsibility for the care of the physical environment. Examples: classroom supplies, personal property, school campus, property of others, use of biodegradable products, gardening, anti-litter projects
	29. Exhibit new behaviors that result in more harmonious and socially satisfying relationships with others.

KINDERGARTEN LITERATURE LIST
LIVING AND WORKING TOGETHER: NOW AND LONG AGO

Acquaintance With Self and Others

Books in this category help children learn to respect themselves and others, to appreciate the uniqueness of each person, to value the diversity among families, and to understand the benefits of sharing. Among the titles teachers might find useful are the following:

Crews. *Bigmama's.* A summer trip to the grandparents' house in the Florida panhandle reveals the warmth of a black extended family.
Freeman. *Corduroy.* Even without a button on his overalls, Corduroy, a stuffed bear, is perfect.
Griffith. *Georgia Music.* A little girl and her grandfather share the music of his mouth organ and of the birds and insects around his cabin in Georgia.
Henkes. *Julius, the Baby of the World.* The older sister resents the new baby until a cousin criticizes him, and then he is perfect.
Hoffman. *Amazing Grace.* Grace, an African-American girl, gives a great performance as Peter Pan.
Yashima. *Crow Boy.* A small Japanese boy is isolated until his unique talent is revealed in the talent show.

Acquaintance With the Physical World

Books in this category are used to familiarize young students with the school setting, to illustrate how things change as time passes, and to increase their awareness of the varied landscapes to be found in our world. Among the titles teachers might use to enrich instruction are the following:

Anno. *Anno's Counting Book.* A town changes with the building of bridges, streets, and railroads.
Burton. *The Little House.* The city expands, surrounding the little house with noise and pollution until it is moved to the country.
Carle. *The Very Hungry Caterpillar.* Metamorphosis changes a caterpillar into a beautiful butterfly.
Dragonwagon. *Home Place.* A family finds the ruins of a home that existed long ago and is transported to that time.
Dorros. *Abuela.* A Hispanic-American child imagines being airborne with her loving grandmother (Abuela) and sees the city below.
George. *Come a Tide.* The spring rains cause a flood in a rural community.
Ward. *The Biggest Bear.* A pet bear cub grows too big and destructive to stay at the house, and the zoo provides a solution.

Responsibility to People and the Physical World

In the early stage of developing civic responsibility, children profit from hearing and reading stories that underscore the importance of playing fair, taking turns, and taking care of the world about them. Titles they might enjoy include the following:

Potter. *The Tale of Peter Rabbit.* A narrow escape results in Peter's being confined to bed because he disobeyed his mother.
Seuss. *The Lorax.* A problem of limited resources is presented in Dr. Seuss fashion.
Turkle. *Thy Friend, Obadiah.* Obadiah wishes the seagull following him would go away until the seagull is in danger; then he is concerned.

First Grade
Learning More About the World: Now and Long Ago

First-grade students learn more about the world in which they live. Specifically, first graders build upon their acquaintance with the immediate school surroundings. They study the locality in which they live and relate their locality (urban or rural) to other places both near and far as well as now and long ago. In addition, first-grade students learn more about themselves, others, and the physical world. Through selected literature, they expand their sense of time and place and increase their appreciation for people and ways of life in the larger world that are different from their own. First graders learn best through active manipulation and exploration of their environment as they construct understanding of relationships among objects, people, and events. Play, drama, movement, music, art, and hands-on activities are necessary components of a developmentally appropriate social studies curriculum for this age group. Through activities such as these, students explore answers to important questions. What is important about working with others? How do I show respect for other people's ideas? Why are rules important? How do I solve problems? What is my community like?

Student outcomes for the first-grade social studies curriculum are organized under three topics.

- Increased Social Skills and Responsibilities
- Expanded Knowledge of the Physical World
- Extended Understanding of Cultural Diversity

These topics are intended to provide teachers with the major emphases in the first-grade social studies curriculum. Content in the three areas overlaps other curriculum areas and needs to be integrated throughout the school day. Local educators writing their own curriculum plans should outline the sequence in which this content can best be taught. Many of the outcomes require continuous development and are approached in various ways throughout the year.

> *Through selected literature, they expand their sense of time and place and increase their appreciation for people and ways of life in the larger world.* ❦

Increased Social Skills and Responsibilities

The first-grade social studies curriculum increases students' social skills and their sense of responsibility to themselves and others. First graders exhibit cooperative behavior: they obey rules and respect the rights and opinions of others. First graders are expected to practice the democratic process in everyday classroom life. For example, they are encouraged to contribute to the formulation of classroom rules and to the designation of consequences for breaking the rules. Additionally, first graders are expected to solve problems and dilemmas that arise naturally in the school setting.

First graders learn more about the world by exploring solutions to social problems introduced in literature. By listening to stories (particularly appropriate folklore), students discuss situations involving good and evil, fear and courage, and wisdom and folly. Through reading about characters in literature and through first-hand classroom activities, students learn that problems are a normal and recurring feature of life. First graders examine problems, describe causes for those problems, and propose effective ways of dealing with them. Students may represent their ideas and feelings through play, drama, music, art, movement, and other hands-on activities.

Expanded Knowledge of the Physical World

Through the first-grade social studies curriculum, students expand their knowledge of the physical world. Students study their locality and extend their study to include a comparison of rural and urban settings. Through books, such as *The Ox-Cart Man* by Donald Hall, students learn how children lived at different times and places. Students consider reasons for changes in the physical environment and ways that human settlement affects the natural environment. They also begin to consider questions related to pollution, overbuilding, disposal of waste and garbage, and lack of green space in cities. As students construct their knowledge of the physical world, they increase their observation and geographic skills through mapping. Students increase their awareness of the five fundamental themes for geographic education as they relate to this study of the physical world: Location, Place, Relationships within Places, Movement, and Regions (Appendix B).

Students consider reasons for changes in the physical environment and ways that human settlement affects the natural environment. ❦

In studies of their localities, first graders discuss geographic changes such as those in landscape, structures, transportation systems, and land use. They explore how people in the community are affected by the changes. In addition, study of students' locality includes observation of the ways the locality is connected to the larger world by transportation, communication, and the exchange of goods and services. An important emphasis in the study of a place is knowledge of the ways people work together to accomplish specific tasks. Awareness of the interdependency of society is greatly enhanced through the study of fictional characters who work together to get a job done; for example, those in *Mike Mulligan and His Steam Shovel* by Virginia L. Burton. Students begin to understand that locality refers to position on the earth, and they expand that understanding to include the way people live and have lived in various times. Books, such as *Miss Rumphius* by Barbara Cooney, expose children to the diversity among people in various times and places.

Extended Understanding of Cultural Diversity

Another major component of the first-grade social studies curriculum is an emphasis on cultural diversity. An awareness of cultural diversity may emerge from classroom living or from the observation of various groups within the community. The study of holidays and traditions offers another opportunity for exposure to different ways of living. In addition, through the reading of and listening to literature, first graders experience the pleasure and enlightenment that result from an exposure to different cultures. Suggested appropriate books and stories for this and other topics are included (First-Grade Literature List, p. 35).

The overall goals of the first-grade curriculum are to increase students' knowledge of their human and physical worlds and to increase their appreciation for different people and different ways of life found both in their classroom and in the larger world both now and long ago. ❦

> *The first-grade social studies curriculum places an emphasis on cultural diversity.* ❦

FIRST GRADE

LEARNING MORE ABOUT THE WORLD: NOW AND LONG AGO

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.	Students will
MAP AND GLOBE SKILLS	1. Extend the development of initial map and globe skills. - Symbols: Compare modeled, mapped, and real objects. Example: examining several types of models (model car or model house) - Symbols: Distinguish between land masses and bodies of water on maps and globes. - Location: Extend comprehension and use of relative terms (in front of, beside, below, behind, to the right of, next to). - Location: Identify prominent features of their locality on student-constructed maps and models. Example: creating a map showing location of students' homes - Directions: Be able to give and follow directions using relative terms (to the left of, to the right of, forward, backwards). - Directions: Become aware of cardinal terms (North, South, East, West) and associate with maps and directions. - Scale: Be able to measure distances using both non-standard and standard measures. - Scale: Compare the differences between the size of the actual school and/or locality and a representation (picture, map, model) of the same.

FIRST GRADE

LEARNING MORE ABOUT THE WORLD: NOW AND LONG AGO

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
GRAPHIC ORGANIZERS	2. Extend initial ability to display information in graphic form. - Globes - Maps - Charts Example: depicting different seasonal farm activities encountered in books such as *The Ox-Cart Man* by Hall - Graphs Example: graphing over time the amount of wastepaper found in the trash basket
REFERENCE SKILLS	3. Extend initial ability to locate new information and to express understanding of this information in various classroom projects. Example: imitating activities encountered in reading about other times and other places

FIRST GRADE

LEARNING MORE ABOUT THE WORLD: NOW AND LONG AGO

TOPICS	STUDENT OUTCOMES
	Students will
INCREASED SOCIAL SKILLS AND RESPONSIBILITIES	4. Extend their range of behaviors that are part of good civic life within the school setting. - Play fairly - Work cooperatively - Respect opinions of others Example: participate in role-playing activities
	5. Exhibit behaviors associated with the democratic and legal processes as implemented in the school setting. Examples: help establish rules, help establish rewards and penalties, help define roles and responsibilities, propose actions to benefit the group, propose solutions to classroom problems, elect classroom leaders
	6. Extend to others the rights and courtesies they expect for themselves. Example: role-playing
	7. Demonstrate problem-solving behavior. Examples: define problems, explain causes, propose solutions in cooperative learning groups, foresee consequences of various actions
	8. Analyze conflict and value issues encountered in works of literature. Examples of issues: honesty, cooperation, deception, fears Examples of literature: folk tales, *Aesop's Fables* (First-Grade Literature List, p. 35)

FIRST GRADE

LEARNING MORE ABOUT THE WORLD: NOW AND LONG AGO

TOPICS	STUDENT OUTCOMES
	Students will
INCREASED SOCIAL SKILLS AND RESPONSIBILITIES (continued)	9. Recognize that problems are a normal and recurring feature of life.
EXPANDED KNOWLEDGE OF THE PHYSICAL WORLD	10. Compare features of their locality to those of a contrasting community. - Rural - Urban - Natural - Man-made 11. Relate land use in their locality to the physical features of the land. Examples of physical features: slope, water resources, soil, vegetation Examples of land use: landscapes, structures, recreational areas, industrial sites, transportation systems, agricultural areas 12. Describe the impact of cultural changes on the locality over time. 13. Investigate environmental problems in local communities. 14. Exhibit an awareness of the ways personal actions benefit or harm the local environment. Examples: recycling, littering 15. Compare work in their locality today and in the past. Example: surveys of family members

FIRST GRADE

LEARNING MORE ABOUT THE WORLD: NOW AND LONG AGO

TOPICS	STUDENT OUTCOMES
	Students will
EXPANDED KNOWLEDGE OF THE PHYSICAL WORLD (continued)	16. Investigate specialized work that people in the locality do to provide services and to manufacture, transport, and market goods. Examples: finished product traced to its origin, participation in Career Day
	17. Compare their lives with the lives of fictional children in stories of earlier days (First-Grade Literature List, p. 35).
	18. Identify continents and oceans of the earth through classroom activities. Examples: globe making, map games
	19. Exhibit the ability to use map and globe skills (symbols, keys) in map construction. Examples: classroom, playground, home
	20. Apply relative terms to describe locations. Examples: near–far, up–down, north–south, east–west
	21. Describe how the locality is connected to the larger world both geographically and economically. Examples: communication–post offices, radio stations, satellite dishes, facsimiles, voice mail, answering machines, modems; transportation–highways, railroads, air travel, space travel

FIRST GRADE

LEARNING MORE ABOUT THE WORLD: NOW AND LONG AGO

TOPICS	STUDENT OUTCOMES
EXPANDED KNOWLEDGE OF THE PHYSICAL WORLD (continued)	Students will 22. Discover why geographic changes occur over time and how these changes affect the people who live and work in the area. Examples: natural disasters, weather patterns, new construction 23. Analyze the movement of selected people and ideas from place to place over time. Examples: immigration, migration 24. Develop an awareness of exchange systems within the family, school, and community. Examples: chores for goods and services, money for goods and services 25. Become aware of price in the exchange of goods and services. Examples: money or goods asked for something, money or goods given for something, the cost of something obtained 26. Describe ways people are interdependent within the family, school, and community. Examples: socially, culturally, economically, environmentally, politically 27. Exhibit an appreciation of how life in a locality is enriched by the world community. Examples: goods and services, literature, music, art

FIRST GRADE

LEARNING MORE ABOUT THE WORLD: NOW AND LONG AGO

TOPICS	STUDENT OUTCOMES
	Students will
EXTENDED UNDERSTANDING OF CULTURAL DIVERSITY	28. Exhibit positive attitudes toward cultural diversity found in the classroom, in the locality, and in the world. Examples: family members, classmates' family members
	29. Describe the origins of holidays in various cultures.
	30. Describe traditions of various cultures, noting similarities and differences.
	31. Retell stories about communities in other times and places that reflect cultural diversity and commonality.
	32. Become acquainted with various cultures encountered in stories from literature (First-Grade Literature List, p. 35). Examples of aspects of culture: beliefs, customs, ceremonies, traditions, social practices, moral teachings
	33. Exhibit an appreciation of individuals who reflect the rich cultural diversity of American society. Examples: George Washington Carver, John F. Kennedy, Harriet Tubman, Sequoyah, Mikhail Baryshnikov, Georgia O'Keeffe, Leontyne Price

FIRST-GRADE LITERATURE LIST
LEARNING MORE ABOUT THE WORLD: NOW AND LONG AGO

Increased Social Skills and Responsibilities
Books in this category illustrate relationships among and between people, with folk tales being particularly effective in revealing human characteristics, even when they have animal characters. Other books give children examples of concepts such as cooperation, kindness, and bravery.

Aliki. *Story of Johnny Appleseed.* John Chapman plants apple trees throughout the Middle West.
Henkes. *Chrysanthemum.* Chrysanthemum thinks everything is perfect until she goes to school and the other children make fun of her name.
Jacobs. *Aesop's Fables.* A version of fourteen fables is illustrated in tempera paintings in the style of petroglyphs.
Lobel. *Fables.* Original fables are told in the tradition of Aesop.
McDermott. *Anansi the Spider Man: A Tale From the Ashanti.* This African folk tale explains why the moon is in the sky.
Russo. *Alex Is My Friend.* A strong relationship between two boys continues to develop even though one boy does not grow physically at a normal rate.
Zemach. *It Could Always Be Worse: A Yiddish Folk Tale.* Adding animals to an already crowded hut makes it seem roomy when they leave.

Expanded Knowledge of the Physical World
Books in this category are some of the many titles that can be used to extend students' awareness about how life differs in various regions of the world and in different periods of time. Other books concentrate on the production of resources.

Burton. *Mike Mulligan and His Steam Shovel.* Although forced out of work by more modern machines, Mike meets a challenge and finds new work.
Cole. *The Magic School Bus at the Waterworks.* Our need for clean water is highlighted.
Cole. *The Magic School Bus Inside the Earth.* Our need for minerals and rocks is emphasized.
Cooney. *Miss Rumphius.* Although aware of the impact of other landforms, Miss Rumphius is happiest on her island.
Hall. *The Ox-Cart Man.* The life of an industrious nineteenth-century New England farm family is depicted.
Lionni. *Frederick.* Instead of storing food for the winter, Frederick stores words and becomes a poet.
Sharmat. *Gila Monsters Meet You at the Airport.* A boy from New York City is apprehensive about moving to the West.

Extended Understanding of Cultural Diversity
The books listed below are only a few of the thousands of books that illustrate ways family practices may differ because of varying cultures, nationalities, or time periods. Traditions and holidays that are closely tied to family practices are featured in this section.

Aleichem. *Hanukah Money.* Two Jewish brothers celebrate Hanukah with their family.
Schweitzer. *Amigo.* Amigo, a prairie dog, and Francisco, a boy, follow each other, give presents to each other, and finally become best friends.

Second Grade
People Who Make A Difference

Second-grade students learn about people, present and past, who make a difference in their lives. People who make a difference in a child's world include those who care for him or her; those who provide the basic necessities of life; and those from other times and/or places who have made important contributions to the community, the nation, and the world.

Student outcomes for the second-grade social studies curriculum are organized under three topics.

- People Who Are Special in a Child's Life
- People Who Provide for Our Needs
- People Who Have Enriched Our Lives

These topics are intended to provide teachers with the major emphases in the second-grade social studies curriculum. Content in the three areas overlaps; local educators writing their own curriculum plans should outline the sequence in which this content can best be taught. Many of the outcomes require continuous development and are approached in various ways throughout the year. In any case, students explore answers to significant questions. Who are some of the special people in my life? Who are some of the famous people who have affected our lives? How do people use and care for the environment? How do people provide for their needs, and how has this changed over time? Second graders continue to learn best through active manipulation of objects in their environment. Interest can be created in children by introducing new and stimulating objects, people, and experiences. Such activities that are based on children's interest provide intrinsic motivation for learning.

The second-grade curriculum helps students develop a connection with people over time. This concept can be derived from the study of significant individuals from various times or a variety of places who, because of their personal connections with the students or their contributions to society, are special in the lives of the students.

> *People who make a difference in a child's world include those who care for him or her and those who provide the basic necessities of life.* ❦

People Who Are Special in a Child's Life

To establish a foundation for the study of the past, students study the many ways in which parents, grandparents, and ancestors have made a difference. Students learn that through their own families they are participants in history. In addition, students begin to understand the diverse nature of society as they learn about the ancestors of their peers.

One way to help students understand how parents, grandparents, and ancestors have made a difference is to have them construct a family history. Teachers need to exercise sensitivity to family privacy and consideration of the wishes of students and parents who prefer not to include their families in this activity. A student may choose to develop a history of his or her own family, a relative's or neighbor's family, or a family from literature. Books, such as *The Quilt Story* by Tony Johnston, allow students to experience fictional family histories.

A world map and/or a globe may be used to locate places of family origin and to study possible routes the families followed in arriving at their present locality. Students relate the study of the fundamental themes of geography to the study of significant people in their lives (Appendix B). Transportation methods of earlier days may be compared with methods of today. Members of students' families may be invited to tell some family experiences. Selections from literature are shared to help students acquire deeper insights into the cultures from which their families came (Second-Grade Literature List, p. 47).

People Who Provide for Our Needs

Students develop an appreciation of the many people who work to supply goods and services that are essential for daily living. Emphasis is given to those who supply daily food needs: people who grow and harvest crops on vegetable farms or fruit orchards, dairy workers who supply dairy products, poultry producers who raise chickens and turkeys, and processors and distributors who move the food from farm to market. In addition, students study the interdependence of these people—consumers and producers, processors and distributors—in bringing these foods to market. Students may be involved in a variety of activities to interest them in how the food supply is obtained. Students may visit a local food market or farmers' market to observe and identify the variety of foods that workers make available to consumers on a daily basis.

> *Students learn that through their own families they are participants in history.*

To help students understand the complex interdependence among the workers in the food industry, students may construct large floor or table maps to show the linkages between their homes and the markets that supply their food, the places where people work to produce their food, and the transportation systems that move these products from farm to processor to market. As part of this study, students explore geographic concepts and basic economic concepts related to the food industry.

Literature is widely used throughout this study to help students personalize the people who produce, provide, and consume goods and services. Among the literary selections to be considered for reading to students and to be dramatized by them are stories such as *The Milk Makers* by Gail Gibbons and *A New Coat for Anna* by Harriet Ziefert.

People Who Have Enriched Our Lives

In the second-grade curriculum, students are introduced to ordinary and extraordinary people who have enriched lives and made a difference. Among the men and women whom students meet are those whose contributions can be appreciated by seven- and eight-year-olds and whose achievements have directly or indirectly touched their lives or the lives of others like them. Books, such as *Buttons for General Washington* by Peter and Connie Roop and *A Picture Book of Martin Luther King* by David Adler, help students understand the roles of significant people in the history of America.

Through reading and listening to biographies, students learn about the lives of those from many cultures who have made a difference (Second-Grade Literature List p. 47). Students are expected to conclude from their studies in second grade that people do make a difference: those we know, those who lived long ago, and those who provide the basic necessities of life. ❦

> *Literature is widely used throughout this study to help students personalize the people who produce, provide, and consume goods and services.* ❦

SECOND GRADE

PEOPLE WHO MAKE A DIFFERENCE

STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.

Students will

MAP AND GLOBE SKILLS

1. Develop map and globe skills appropriate to developmental level and grade level.
   - Symbols: Demonstrate a working knowledge of maps and globes in classroom activities.
     - Hemispheres
     - North Pole
     - South Pole
     - Compass rose
     - Continents
     - Equator
     - Arctic Circle
     - Antarctic Circle

     Example: creating salt maps
   - Symbols: Become aware of symbols used in map legends.
   - Symbols: Be able to invent symbols to represent objects in student-made maps.

   - Location: Be able to locate on maps and globes major land masses and bodies of water associated with characters encountered in literature.
   - Location: Be able to locate sites on a map associated with food production, transportation, and sale.

     Example: locating production sites found on the labels of canned foods

   - Directions: Apply knowledge of cardinal directions in classroom activities.

     Examples: going on a treasure hunt, driving a toy car on a large floor map

   - Scale: Be able to evaluate several routes on simple maps to find the shortest route between two points.

SECOND GRADE

PEOPLE WHO MAKE A DIFFERENCE

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
GRAPHIC ORGANIZERS	2. Develop the ability to interpret and display information in graphic form. - Maps - Globes - Charts Example: creating a chart to display modes of transportation used to move people now and long ago - Graphs Example: graphing the number of students in the class born in the local area versus students born out of the area - Time lines Example: developing a time line displaying significant events in family histories
REFERENCE SKILLS	3. Develop the ability to locate new information and to express understanding of this information in various classroom projects. Example: imitating activities from other times and other places encountered in talks given by grandparents and other "old-timers"

SECOND GRADE

PEOPLE WHO MAKE A DIFFERENCE

TOPICS	STUDENT OUTCOMES
PEOPLE WHO ARE SPECIAL IN A CHILD'S LIFE	Students will 4. Develop a sense of history through the examination of family histories. Examples: family tree, location of family origin, migration of family to present location, family photos or letters, family adventures, family legends, Grandparents Day, interviews 5. Relate the fundamental themes of geography to the study of significant people both past and present. - Location Example: pins placed on an appropriate map to show locality or birthplace of significant people - Place Example: photographs and pictures of architectural features in the community designed and/or built by local craftspeople and architects - Relationships within places Example: comparisons of antique and modern tools and machines used by family members to change the physical environment - Movement Example: stories written by students about places families visit for recreation - Regions Example: highlighted areas on a large local map depicting recreation places visited during a period of time (week, month)

SECOND GRADE

PEOPLE WHO MAKE A DIFFERENCE

TOPICS	STUDENT OUTCOMES
	Students will
PEOPLE WHO ARE SPECIAL IN A CHILD'S LIFE (continued)	6. Associate significant people with significant physical characteristics of the environment in which they lived. - Continents - Oceans - Mountain ranges - River systems Examples of significant people: family members, local ethnic groups, community leaders
	7. Exhibit the ability to use map and globe skills to locate places of family origin, to trace routes of family migration to present location, and to relate to the lives of significant people. - Map symbols - Reference systems - Directions - Legends
	8. Compare transportation methods of families now and long ago. Example: murals depicting past and present
	9. Compare occupations of family members now and long ago. Examples: Pioneer Day, Career Day
	10. Identify ways the natural environment affects occupational opportunities of significant people. Examples: landforms, soil, water sources, resources
	11. Recognize similarities and differences among their family culture and the cultures of appropriate literary characters (Second-Grade Literature List, p. 47).

PEOPLE WHO MAKE A DIFFERENCE

TOPICS	STUDENT OUTCOMES
	Students will
PEOPLE WHO PROVIDE FOR OUR NEEDS	12. Identify the roles and importance of school and community leaders. Examples: law enforcement officials, religious leaders, mayors, principals
	13. Build an initial understanding of the election process of political leaders.
	14. Become aware of the role of government in providing goods and services using the food industry as an example.
	15. Identify the kinds of people who supply our daily needs and give examples of specific occupations associated with their work. - Producers - Processors - Distributors
	16. Become aware of specialization and interdependence as they relate to workers in the food industry. Examples: benefits and drawbacks of specialization, instances of how specialization creates interdependence
	17. Develop an initial understanding of geographic concepts related to the food industry. - Climate - Soil fertility - Water sources - Natural disasters - Overuse of farmlands - Urban development - Regional diversity in agriculture - Transportation networks

SECOND GRADE

PEOPLE WHO MAKE A DIFFERENCE

TOPICS	STUDENT OUTCOMES
PEOPLE WHO PROVIDE FOR OUR NEEDS (continued)	Students will 18. Give examples of natural, human, and capital resources used in the production of goods and services in the food industry. 19. Explain how scarcity of resources requires people to make choices about goods and services in the food industry. 20. Become aware of international trade using production and distribution of food products as examples. 21. Develop an awareness of occupational opportunities that have evolved from conservation and resource management. Examples: scientists, environmental engineers, waste managers 22. Develop an understanding of the impact of technology on occupations related to goods and services. - Communication Examples: facsimile, satellite technology - Agriculture Examples: automatic sprinklers, hydroponics, fertilizers - Transportation Examples: rapid delivery systems, refrigerated transports - Health care Examples: diagnostic procedures, laser surgery 23. Use literature selections to acquire a rich understanding of the people who provide for our needs (Second-Grade Literature List, p. 47).

SECOND GRADE

PEOPLE WHO MAKE A DIFFERENCE

TOPICS	STUDENT OUTCOMES
	Students will
PEOPLE WHO HAVE ENRICHED OUR LIVES	24. Associate significant contemporary and historical political figures with the impact they have had on our society. Examples: Abigail Adams, Susan B. Anthony, Davy Crockett, Elizabeth Dole, Benjamin Franklin, Thomas Jefferson, Martin Luther King, Abraham Lincoln, Sandra Day O'Conner, Rosa Parks, Paul Revere, Eleanor Roosevelt, Sojourner Truth, George Washington
	25. Describe the contributions of significant individuals who have affected our lives. Examples: Clara Barton, Thomas Hart Benton, Andrew Carnegie, Marie Curie, John Dewey, Thomas Edison, Jane Goodall, Alex Haley, Jackie Robinson, Jonas Salk, Mother Teresa, Julia Tutwiler
	26. Recognize individuals of various cultures who have contributed significantly to the arts and humanities. Examples: Leonard Bernstein, Aaron Copland, Duke Ellington, George Gershwin, Lois Lenski, Robert McClosky, Beverly Sills, Phyllis Wheatley

SECOND-GRADE LITERATURE LIST
PEOPLE WHO MAKE A DIFFERENCE

People Who Are Special in a Child's Life

Books in this category are some of the titles with stories about ancestors or grandparents. Stories about activities of grandparents with their grandchildren provide an effective way to combine instructional intent.

Cooney. *Hattie and the Wild Waves.* The story depicts family life and occupations of a wealthy first-generation German family in New York around 1900.

Cooney. *Island Boy.* New England societal changes and family ties are traced through four generations.

Griffith. *Grandaddy's Place.* The relationship grows between Grandaddy and Janetta as he helps her become acquainted with his farm.

Isadora. *At the Crossroads.* South African children wait for their fathers to come home after working in the mines for several months.

Johnston. *The Quilt Story.* A special quilt passes over time through generations of mothers and daughters.

People Who Provide for Our Needs

Books in this category provide stories about people who affect the everyday lives of young children: food providers, transportation workers, and school and community leaders.

Field. *General Store.* The illustrations of a general store may be compared with a neighborhood general store or a supermarket.

Gibbons. *The Milk Makers.* A detailed account of milk production and distribution is presented.

Lasky. *Sugaring Time.* Food production is linked to geography by discussing the harvesting of tree sap for making maple syrup during winter/spring season in Vermont.

Morris. *Bread, Bread, Bread.* Brilliant photography is used to show the many shapes, sizes, textures, and colors of bread as it is used by a variety of world cultures.

Patterson. *All About Bread.* The history of bread-making is traced from early Asia to the modern world.

Rogow. *Oranges.* The story of an orange is described from its being produced, processed, distributed, and consumed.

Ziefert. *A New Coat for Anna.* A resourceful mother is able to trade several household items to get Anna a new coat.

People Who Have Enriched Our Lives

Books in this category are examples of stories about inventors, national leaders, artists, musicians, and others who have introduced new ideas or made our world a better place to live.

Alder. *A Picture Book of Martin Luther King, Jr.* King becomes a minister and encourages his people to gain their civil rights and to develop pride in themselves.

Roop. *Buttons for General Washington.* A fourteen-year-old boy spy carries messages to George Washington's camp in the buttons of his coat during the Revolutionary War.

Waldrop. *First Ladies Series.* An Alabama author has written biographies of the first three first ladies of the United States with intentions of continuing the series.

Third Grade
The Land and Its People

Third graders explore how people live or have lived in their natural environment at different times in history. The content focus of the third-grade curriculum is a comparison of the land and people of America at three different times in history. The primary goal is for students to discover that the changing history of the nation has always been closely related to its physical geography, cultural diversity, and variety of environmental regions. A secondary goal is for students to become aware of the cultural diversity of America. As students reach these goals, they will discover answers to questions such as these. How did Native Americans use and change the natural environment? How did the natural environment affect their movement and settlement? How did the Europeans use and affect the natural environment as they settled? How does land use affect the land and its inhabitants? How did various regions change over time?

Student outcomes for the third-grade social studies curriculum are organized under four topics.

- The Time of the Early Native Americans
- The Time of American Settlement by Europeans and Africans
- Contemporary Interaction Between Land and People
- Comparison of United States and World Regions

These topics are intended to provide teachers with parameters for the third-grade social studies content. Many of the outcomes are general in nature, and local educators writing their own curriculum plans should provide further direction for both content and approach. Third graders continue to learn best through active manipulation of objects in their environment. Students are motivated by involvement with stimulating objects, people, and experiences. For example, local curriculum plans should provide direction in ways to integrate the five fundamental themes of geography (Appendix B) into this study of land and its people. Literature is used to help students appreciate those who dared to move into unknown regions; for example, *The Pilgrim of Plimoth*

> *Literature is used to help students appreciate those who dared to move into unknown regions.* ❦

by Marcia Sewall (Third-Grade Literature List, p. 59). In addition, local curriculum plans should include expectations for the use of legends, folktales, and biographies that can convey valuable insights into the history of the nation and/or local community.

An important aspect of the third-grade social studies curriculum is to introduce students to the physical geography of America. Particular attention is given to the relationship between peoples' ways of life and their natural environments. Field trips into the immediate environment can establish familiarity with many natural features. Videotapes, slides, and photographs are needed to enhance the learning experience. In all three chronological times studied in the third grade, students become familiar with the many and varied geographical features of the land: the mountain ranges, the prairie land, the forests, and the river systems. In all three chronological periods studied, detailed instruction is essential in map and globe skills and in chart and graph interpretation.

Discussions of the economic conditions and how these have changed through time are needed at each of these chronological periods. For example, one of the major changes the Europeans brought was a lasting impact on land as well as on economic and political life. New systems of bartering were introduced; old systems became less useful. Such changes are occurring today as new countries are emerging in Europe and Asia.

The Time of the Early Native Americans

The study of early time periods in the social studies curriculum allows students to make contact with times past and with the people whose activities have left their mark on the land. An examination of the relationship between Native American cultures and the natural environment is an important and appropriate beginning. Content includes selected American Indian groups; the nature, location, and social structure of their villages; the structures they built and the relationship of those structures to the environment; the methods they used to get food, clothing, and tools; and their art, folklore, and religion. Depth is more important than breadth. The primary emphasis is that students understand how these cultures adapted to or modified the environment of the geographic region. Books, such as *The Legend of the Bluebonnet* by Tomie DePaola, help students understand the diversity of Native American cultures and their relationships with each other and the environment.

> *The study of early time periods allows students to make contact with times past and with the people whose activities have left their mark on the land.* ❦

The Time of American Settlement by Europeans and Africans

The arrival of Europeans and Africans in America brought great and lasting change to the land. Study of this period focuses on the different ways in which a growing population affected the natural environment of America and also on ways the natural environment factored into land-use decisions. Specifically, students explore who came to various regions and the impact the group had on those who came before. To organize the sequence of events, students use instructional aids such as a classroom time line. Topics to be included are explorers; the newcomers who settled; the impact of settlers on the American Indians; and the lasting effects of the settlers on the landscape, the architecture, the political boundaries, the customs, and the traditions. Literature, such as *Little House in the Big Woods* by Laura Ingalls Wilder, helps students appreciate people who ventured into unknown regions and expands their concept of movement. Other books, such as *Three Names* by Patricia MacLachlan, allow students to experience vicariously the lives of early settlers in America.

Contemporary Interaction Between Land and People

Study of the land focuses on the abundant natural resources of America and the need to protect the environment. Students study the remarkable agricultural wealth of America and its mineral resources that allow for the support of an industrial economy. They study how land has changed over time and why these changes have occurred. Students learn how to use geographic and reference sources effectively as they study the land and its people.

Comparison of United States and World Regions

Third graders also engage in thoughtful comparisons between regions in the United States and two or more selected regions of the world. Local curriculum plans must provide guidelines for teachers to select two or more representative regions of the world today. Units of study need to be developed comparing these selected world regions with similar regions within the United States. The importance of protecting the environment on a global scale is emphasized as students compare the regions. ❦

The arrival of Europeans and Africans in America brought great and lasting change to the land. ❦

THIRD GRADE

THE LAND AND ITS PEOPLE

STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.

Students will

MAP AND GLOBE SKILLS

1. Extend their development of map and globe skills.
   - Symbols: Begin to associate symbols with features of speciality maps.
     Examples: locating different Native American groups on a map of the United States using a colored dot system, creating a map of the United States using graphics to identify different types of ground cover and vegetation
   - Symbols: Demonstrate a working knowledge of maps and globes in classroom activities.
     - Hemispheres
     - North Pole
     - South Pole
     - Compass rose
     - Continents
     - Latitude
     - Longitude
     - Prime Meridian
     - Equator
     - Tropic of Capricorn
     - Tropic of Cancer
     - Arctic Circle
     - Antarctic Circle
     - International Date Line
   - Location: Demonstrate an understanding of simple grid systems created for and applied to various maps.
     Example: establishing the absolute location of early American cities
   - Direction: Apply understanding of compass reading in selected activities.
     Example: role playing orienteering with and without a compass such as the movement of Native Americans, voyages of Europeans

THIRD GRADE

THE LAND AND ITS PEOPLE

	STUDENT OUTCOMES
	Students will
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	
MAP AND GLOBE SKILLS (continued)	- Scale: Become aware of relationships between time and distance. Example: recording the time it takes to travel from one world region to another and discussing constants and variables
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Maps - Globes - Charts - Graphs - Time lines Example: creating an illustrated time line tracing events associated with European and African settlements
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

THIRD GRADE

THE LAND AND ITS PEOPLE

TOPICS	STUDENT OUTCOMES
THE TIME OF THE EARLY NATIVE AMERICANS	Students will

4. Describe the natural environment of North America.
   - River systems
   - Physical geography
     - Land forms
     - Natural regions
   - Natural resources
     - Native wildlife
     - Vegetation

5. Relate the fundamental themes of geographic education to the time of the early Native Americans.
   - Location
     Example: student-generated maps or models showing landforms and bodies of water in a selected Native American community
   - Place
     Examples: a three-dimensional model of a Native American village, field trip to a Native American site
   - Relationships within places
     Example: stories about Native Americans that describe adaptations to the environment (clothing, crops, building materials)
   - Movement
     Example: group discussions about types of transportation used by Native Americans
   - Regions
     Example: listings of common characteristics shared by selected Native American communities

6. Compare the relationship between different groups of Native Americans and the natural environment in the production of food, shelter, and clothing.
   - Woodland Indians
   - Plains Indians
   - Desert Indians

THIRD GRADE

THE LAND AND ITS PEOPLE

TOPICS	STUDENT OUTCOMES
	Students will
THE TIME OF THE EARLY NATIVE AMERICANS (continued)	7. Relate the movement of various Native American groups to features of the natural environment. Examples: mountains, deserts, rivers, plains, woodlands
	8. Describe how Native American cultures adapted to the environment of geographic regions. Examples: how their villages looked, why their villages were located where they were, which structures were built, how those structures were related to the climate, what methods and forms of production and exchange were used
	9. Compare aspects of culture of selected Native American groups. Examples: tribal identity, art, religion, folklore, customs, traditions, political structures
	10. Gain insight into land use and culture during the time of the early Native Americans through reading and listening to stories from literature.
THE TIME OF AMERICAN SETTLEMENT BY EUROPEANS AND AFRICANS	11. Trace the movement of Europeans and Africans to America and identify reasons for the movement.
	12. Compare the lives of Europeans and Africans during the exploration and settlement of America. - Locations - Cultures - Economic systems - Political systems

THIRD GRADE

THE LAND AND ITS PEOPLE

TOPICS	STUDENT OUTCOMES
	Students will
THE TIME OF AMERICAN SETTLEMENT BY EUROPEANS AND AFRICANS (continued)	13. Describe relationships between early settlements and the natural environment. - Choice of settlement sites - Basic needs - Occupations Examples: hunting, farming, fishing, mining
	14. Describe the impact of early settlements on the natural environment. - Clearing land - Using natural resources
	15. Compare land use by Native Americans, Europeans, and Africans.
	16. Describe land use and culture during the time of American settlement as encountered in stories from literature (Third-Grade Literature List, p. 59).
CONTEMPORARY INTERACTION BETWEEN LAND AND PEOPLE	17. Describe features of various regions of contemporary America. - Physical characteristics - Natural resources - Interdependency
	18. Compare changes of the various regions over time.
	19. Evaluate how land use affects the land and its inhabitants. - Agriculture - Industry - Transportation

THIRD GRADE

THE LAND AND ITS PEOPLE

TOPICS	STUDENT OUTCOMES
	Students will
CONTEMPORARY INTERACTION BETWEEN LAND AND PEOPLE (continued)	20. Analyze ways people have changed the land. - Urban/rural - Industry - Mining - Recreation
	21. Hypothesize the rationale for the location of man-made places. Examples: cities, highway systems, industrial areas, recreational areas, agricultural areas
	22. Give examples of environmental problems. - Air pollution - Water pollution - Waste management - Noise pollution
	23. Give examples of human efforts toward resolving environmental problems. - Individual actions - Community actions - National actions
	24. Gain an initial understanding of the costs and benefits of solving environmental problems. - Social - Economic

THIRD GRADE

THE LAND AND ITS PEOPLE

TOPICS	STUDENT OUTCOMES
	Students will
Contemporary Interaction Between Land and People (continued)	25. Demonstrate geographic and reference skills in the study of contemporary world regions. - Maps - Globes - Charts - Graphs - Tables
	26. Develop an initial understanding of the formation of significant physical characteristics of the earth. - Continents - Oceans - Mountain ranges - River systems
Comparison of United States and World Regions **(Local curriculum plans should specify guidelines for the selection of two or more world regions for comparison with regions within the United States.)**	27. Compare two or more world regions to similar regions in the United States. Examples: climate, cultures, economics, population
	28. Compare ways people have changed the land in two or more selected world regions to similar regions in the United States. Examples: urban/rural, industry, mining, recreation, agriculture, transportation
	29. Compare environmental problems in the selected two or more world regions with those in the United States.
	30. Give examples of proposed solutions for world environmental problems. - Individual efforts - National efforts - International efforts

THIRD-GRADE LITERATURE LIST
THE LAND AND ITS PEOPLE

The Time of the Early Native Americans

Books can help students understand the true nature of a people and their culture. Titles suggested below are some of the many books that can help establish this base of understanding.

De Paola. *The Legend of the Bluebonnet.* A Comanche legend relates how a little girl's sacrifice brought the bluebonnet to Texas.

De Paola. *The Popcorn Book.* The American Indians introduced the European settlers to popcorn.

Martin. *Knots on a Counting Rope.* An Indian grandfather ties knots on a rope to record the number of times he tells his grandson about the night of the boy's birth and subsequent blessings.

The Time of American Settlement by Europeans and Africans

These are books to read aloud to students or books for students to read to help them understand the rich mixture of people who settled the land that became the United States.

Gibbons. *The Great St. Lawrence Seaway.* Exploration, settlement, and human interaction with the land is described in this book about an inland waterway.

MacLachlan. *Three Names.* Great-grandfather reminisces about going to school on the prairie.

Sewall. *The Pilgrims of Plimoth.* Daily lives of people who founded the Plymouth Colony in 1620 are depicted.

Wilder. *Little House in the Big Woods.* The Wilder family's experiences as pioneers is depicted in this book that is in a series of eight books by Laura Ingalls Wilder.

Contemporary Interaction Between Land and People

Books in this category help students understand the effect of land on people and people on the land. Differences in landscape become evident when students read and hear stories from various regions of our land and other lands.

Tresselt. *The Gift of the Tree.* As an oak tree in a forest changes over time, it becomes useful to animals and other plant life.

Comparison of United States and World Regions

These are some of the books that can help students expand their world, having moved outwardly from home to school to community and now into the world-at-large to realize the diversity of life styles.

Anno. *Anno's U.S.A.* The author uses water-color and ink paintings to present a fascinating account of America's landscape, history, folklore, and traditions.

Heide and Gilliland. *The Day of Ahmed's Secret.* A boy in Cairo, Egypt, waits to finish his work before revealing his secret.

Krupp. *Let's Go Traveling.* A girl takes an imaginary trip to see seven ancient wonders of the world in France, England, Egypt, China, Mexico, and Peru.

Fourth Grade

Alabama History and Geography

Fourth-graders' study of Alabama History and Geography is a yearlong course that serves as the introduction to chronological history. This course builds on the concepts and appreciation of history and geography that students have gained in previous studies. In particular, the influence of geographical factors on life in Alabama is emphasized (Appendix B). In addition, this course utilizes the interrelatedness of all the social sciences for the study of Alabama History and Geography. The fourth-grade course is divided into five topics.

- Alabama's Physical Location and Characteristics
- Alabama's Earliest Inhabitants: Prehistoric and Historic Indians
- European Exploration and Settlement: 1519-1815
- Alabama in the Nineteenth Century
- Alabama in the Twentieth Century

These topics are intended to provide helpful, chronological organizers for teachers. Instruction in the fourth-grade course, Alabama History and Geography, can be varied by using supplementary materials to create interest among students. Current events need to be addressed throughout the course. The study of Alabama history and geography for fourth graders can be a lively and active experience. Students need to participate in a variety of activities, such as drama, dance, music, role-playing, storytelling, folk art, and arts and crafts, in order to develop an understanding of the nature and richness of Alabama's past. Students acquire skills needed for reading, interpreting, and analyzing historical materials in the textbook, literature, documents, and other primary sources (Fourth-Grade Literature List, p. 77). They need to present information in both written and oral form; to apply problem-solving and critical-thinking procedures; to use maps, globes, charts, and graphs; and to understand time and chronology as related to Alabama's history. In addition, students need to research and develop projects related to the content and to conduct oral history interviews.

Students need to participate in a variety of activities, such as drama, dance, music, role-playing, storytelling, folk art, and arts and crafts, in order to develop an understanding of the nature and richness of Alabama's past.

This course begins with an examination of geographical features of Alabama that reveals such information as the location of different rivers within Alabama and their importance, the physical characteristics of the state and their influence on the people of the area, the reason people settled in some areas of Alabama more than other areas, and the ways these settlements shaped the region's economy and lifestyles. As students study the culture of Alabama's native inhabitants and the arrival of Europeans, key questions are examined. To what extent did the Indians affect their environment? In what ways did the environment influence their culture? What was the impact of the arrival of Europeans and Africans on the Indian civilization and the environment?

The nineteenth century witnesses dramatic changes in Alabama. The study of nineteenth-century Alabama takes students from pre-statehood through the Civil War and Reconstruction to the Constitution of 1901. The following are important questions to be addressed. What was life like in Alabama as other Americans and Europeans arrived and settled? What were some of the effects of the introduction of slavery? What roles did Alabama play in the Civil War? What was Alabama like—socially, politically, and economically—after the Civil War? When and how did the economy begin to change, and where was the center of that change?

A portion of fourth-grade Alabama history focuses on the twentieth century. Topics of study for this section of the course include the movement from a rural to urban society, the development of industry in the state, and the development of the Tennessee Valley as a center of the economy and population. Some attention is given to Alabama as a center of the Civil Rights Movement in America and to the movement's influence on life in Alabama. The final portion of fourth-grade study of Alabama history returns to the geographical setting of the state and contrasts Alabama in the late twentieth century with Alabama before European and African settlement.

Students examine Alabama as a physically diverse and resource-rich state that reaches from the foothills of the Appalachian Mountains to the white sands of the Gulf of Mexico. ❦

Alabama's Physical Location and Characteristics

Alabama is a physically diverse and resource-rich state that reaches from the foothills of the Appalachian Mountains to the white sands of the Gulf of Mexico. Students learn about the landforms and minerals found in the various regions of the state. A study of the significant river systems and waterways is an important aspect of this course. The abundant plant and animal life and mild climate are noted. The interrelationship of the state's geography and the life of its inhabitants is an integral part of the course.

Alabama's Earliest Inhabitants: Prehistoric and Historic Indians

Many groups of Native Americans have occupied the land that is now the state of Alabama. Attention is given to both prehistoric and historic Native American groups and the distinctive characteristics of each. The impact of European contact upon these groups is stressed, including their reorganization into four main tribes: Choctaw, Creek, Cherokee, and Chickasaw. The way of life of these people is examined, and their lasting contributions are identified.

European Exploration and Settlement: 1519-1815

Beginning with the Spanish explorers, students study the conflict of cultures between the Europeans and the Indians. The examination of Spanish exploration includes the survey by Alonzo Alvarez de Piñeda, the invasion by Hernando de Soto, and the attempted settlement of Tristan de Luna. Study of the French settlement of the Mobile Bay area focuses on the leadership of Iberville and Bienville Le Moyne, geographic factors related to the settlement, and the economic impact of this settlement. British conquest of the land and the influx of settlers that led to the Creek Wars are emphasized in this unit.

Alabama in the Nineteenth Century

The dramatic changes that occurred in Alabama during this century are reflected through the study of Alabama's early statehood, secession from the union, and the struggle to recover after the Civil War. Early in this study, the life of the pioneers and their activities are examined. Alabama's progression into a plantation society and the institution of slavery are the focus for discussion. The issues leading to secession from the United States, Alabama's role in the Civil War, and the Reconstruction Period are emphasized as this chronological study moves toward the turn of the century.

> *The interrelationship of the state's geography and the life of its inhabitants is an integral part of the course.* ❦

Alabama in the Twentieth Century

Continuing change in the state is witnessed in the study of twentieth-century Alabama. Attention is given to improvements in technology, education, and the move toward an urban and more industrial society. The effect upon Alabama of the Roaring Twenties, the Great Depression, and World Wars I and II is included in the second half of this study. Contributions made by notable Alabamians are recognized. Emphasis is given to Alabama's role in the Civil Rights Movement and its impact on the people of Alabama and the nation. The study concludes with a comparison of Alabama in its beginnings with the Alabama of the late twentieth century. ❦

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.

Students will

MAP AND GLOBE SKILLS

1. Extend the development of map and globe skills.
   - Symbols: Extend acquaintance with symbolic systems through work with various specialty maps of Alabama.
     - Examples of natural characteristics: weather/climate maps, physical-relief maps, land-use maps
     - Examples of human characteristics: transportation maps, political boundary maps, economic development maps
   - Location: Apply an understanding of intermediate directions (NE, SE, NW, SW) in various classroom activities.
     - Examples: locating major cities and their home county in Alabama, giving directions about how to move from one location to another
   - Direction: Demonstrate orientation skills by following and giving specific verbal instructions.
     - Examples: describing the location of Montgomery relative to other major cities using an Alabama map, describing the location of Alabama relative to other states and countries using a world map or globe

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
MAP AND GLOBE SKILLS (continued)	- Scale: Be able to use a scale to measure distances between places. - Scale: Compare distances between places using a scale and mileage markers. - Scale: Understand variations in scale. Examples: examining a variety of maps using different scales. drawing representations of the classroom using various proportions
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Maps - Globes - Charts - Graphs - Illustrations
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

TOPICS	STUDENT OUTCOMES
	Students will
ALABAMA'S PHYSICAL LOCATION AND CHARACTERISTICS	4. Describe the natural environment of Alabama including significant geographical features. - Land regions - River system Example: names and locations of major rivers - Native wildlife - Climate - Vegetation
ALABAMA'S EARLIEST INHABITANTS: PREHISTORIC AND HISTORIC INDIANS	5. Describe significant methods of obtaining prehistoric and historical data. - Archaeological study - Research of literature - Use of primary sources such as documents - Personal interviews
	6. Describe the major characteristics of prehistoric Indians (Paleo, Archaic, Woodland, and Mississippian). - Approximate times of existence - Culture - Government - Economy • Hunting • Farming • Trading
	7. Appreciate the impact of European contact on Native American populations in Alabama. - Epidemics - Reorganization of tribes

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

TOPICS	STUDENT OUTCOMES
	Students will
ALABAMA'S EARLIEST INHABITANTS: PREHISTORIC AND HISTORIC INDIANS (continued)	8. Describe historic Indians of Alabama after European contact. - Name and location during selected time periods • Choctaw • Cherokee • Chickasaw • Creek (Muskogee) - Culture Examples: folklore, games, dance, music - Government - Economy - Significant personalities
	9. Describe aspects of the lives of historic Indians of Alabama as encountered through excerpts from literature (Fourth-Grade Literature List, p. 77). Example: projects reflecting cultural aspects of historic Indians
	10. Explain lasting contributions made by Indians to Alabama. Examples: place names, food, folk traditions, recreation
EUROPEAN EXPLORATION AND SETTLEMENT: 1519-1815	11. Describe European explorations and settlements in Alabama and identify reasons for and consequences of each. - Spanish explorations and settlement • Piñeda • de Soto • de Luna - French explorations and settlements • Iberville Le Moyne • Bienville Le Moyne - British explorations and settlements

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

TOPICS	STUDENT OUTCOMES
	Students will
EUROPEAN EXPLORATION AND SETTLEMENT: 1519-1815 (continued)	12. Describe the origin of conflict between Europeans and Indians. - Exploration - Trading - Land expansion 13. Summarize the distinguishing features of the Creek Civil War and the Creek War. - Causes - Battles - Personalities - Outcomes 14. Explain the domination of Europeans in Alabama from 1519 to 1815. - Social - Political - Economic
ALABAMA IN THE NINETEENTH CENTURY	15. Illustrate the impact of the expansion of American settlements on Indian society in Alabama. Examples: lands sold by William McIntosh, Trail of Tears 16. Describe geographical features of Alabama and their effect on the movement of Alabama settlers during the nineteenth century. - Mountains - Rivers - Climate

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

TOPICS	STUDENT OUTCOMES
	Students will
ALABAMA IN THE NINETEENTH CENTURY (continued)	17. Describe life in early nineteenth-century settlements in Alabama. - Locations - Modes of transportation - Family life/social life - Classes of people - Importance of religion - Land speculators and squatters - Music, dancing, storytelling - Early schools - Economic development
	18. Summarize the important aspects of Alabama's entry into statehood. - Geography of Alabama—break away from the Mississippi territory - First constitution - Organization of the three branches of government - Governors William W. Bibb and Thomas Bibb
	19. Explain reasons for the change in locations of the state capital. - St. Stephens - Huntsville - Cahaba - Tuscaloosa - Montgomery
	20. Explain the importance of natural resources and land regions to the beginnings of industry and the development of Alabama's economy. - First factories - Advent of stagecoaches, railroads, steamboats - Development of plantation economy - Yeoman farmers

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

TOPICS	STUDENT OUTCOMES
	Students will
ALABAMA IN THE NINETEENTH CENTURY (continued)	21. Compare life on plantations (owners and slaves) with the life of the small farmers and townspeople. - Transportation - Homes - Arts - Education - Economics
	22. Analyze slavery's impact on Alabama's society. - Psychological injustices - Economic conditions - Religious experience - Codes/legal basis - Family division - Music - Folk traditions
	23. Be able to explain reasons for Alabama's secession from the Union. - Internal sectionalism • Slave issue • States' rights • Economic disagreements
	24. Describe Alabama's role in the organization of the Confederacy. - Secession convention - Montgomery as first capital - Inauguration ceremony for governmental leaders
	25. Summarize major aspects of Alabama's role in the Civil War. Examples: Selma as armament center, economic importance of Mobile Bay, Alabama troops in the Battle of Gettysburg

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

TOPICS	STUDENT OUTCOMES
ALABAMA IN THE NINETEENTH CENTURY (continued)	Students will 26. Describe hardships experienced by Alabamians as a result of the Civil War. - Economic conditions • Collapse of economic structure • Destruction of infrastructure - High casualty rates 27. Summarize aspects of the Reconstruction period in Alabama. - Military rule - Freedman's Bureau - Carpetbaggers and scalawags - Constitution of 1867 - Alabama's readmittance to Union - Role of Blacks in politics - Sharecropping 28. Be able to trace the development of industry in Alabama in the late nineteenth century using maps, globes, and time lines. - Major cities - Natural resources - Transportation systems 29. Explain the changing role of agriculture in the late nineteenth century. - Significance of international trade in agriculture 30. Describe the role of Alabamians in the Spanish-American War. - Richmond Pearson Hobson - Dr. William Crawford Gorgas - Joseph "Fighting Joe" Wheeler

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

TOPICS	STUDENT OUTCOMES
	Students will
ALABAMA IN THE NINETEENTH CENTURY (continued)	31. Describe the lifestyles of people who lived in Alabama during the late nineteenth century as encountered through literature (Fourth-Grade Literature List, p. 77).
	32. Trace the development of public and private education during the nineteenth century.
	33. Describe aspects of Alabama society in the late nineteenth century. - Race relations - Culture - Politics - Economic development
ALABAMA IN THE TWENTIETH CENTURY	34. Explain the purposes of the Constitution of 1901. Example: denial of voting rights of some groups
	35. Describe how certain technological advancements brought change at the beginning of the twentieth century. Examples: electricity, telephone, blast furnaces, cameras, typewriters, automobiles, streetcars
	36. Recognize contributions made by Alabamians during the first half of the twentieth century. - Julia Tutwiler - George Washington Carver - Booker T. Washington - Helen Keller - W. C. Handy - Maria Fearing

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

TOPICS	STUDENT OUTCOMES
	Students will
ALABAMA IN THE TWENTIETH CENTURY (continued)	37. Describe the economic conditions in Alabama in the early twentieth century. - Industry - Agriculture - Poverty Example: plight of sharecroppers
	38. Describe the role of Alabama's Rainbow Division in World War I. Example: examining newspaper clippings about Alabama troops
	39. Explain the effect of the economic boom of the 1920s and the era of the Great Depression on the different socioeconomic classes in Alabama. - Overcropping - Unemployment and poverty - Federal programs • Tennessee Valley Authority (TVA) • Works Projects Administration (WPA) • Civilian Conservation Corps (CCC)
	40. Describe the impact of World War II on Alabamians. - Participants in the war - Black migration to the North and West • Economic motivations • Dreams of freedom - Economic life • Women in the work force • Rationing and inflation
	41. Identify recent governors of Alabama and their major programs. Example: George C. Wallace—junior colleges

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

TOPICS	STUDENT OUTCOMES
	Students will
ALABAMA IN THE TWENTIETH CENTURY (continued)	42. Describe the structure of government in modern-day Alabama. - State government - Local government
	43. Describe significant aspects of the Civil Rights Movement in Alabama. - People Examples: Martin Luther King, Jr., George C. Wallace, Frank M. Johnson, Rosa Parks - Events Examples: Montgomery Bus Boycott, Birmingham church bombing, Selma-to-Montgomery March - 1964 Civil Rights Act - 1965 Voting Rights Act
	44. Summarize the impact of the Civil Rights Movement on life in Alabama. - Politics - Culture - Economics
	45. Recognize Alabamians from the last half of the twentieth century who have made notable contributions to the state and the nation. Examples: Hugo Black, Percy Julian, Robert Van DeGraff
	46. Describe Alabama's changing economy in the twentieth century. - Technology - Tourism - Agriculture - Alabama as part of the global economy

FOURTH GRADE

ALABAMA HISTORY AND GEOGRAPHY

TOPICS	STUDENT OUTCOMES
	Students will
ALABAMA IN THE TWENTIETH CENTURY (continued)	47. Explain the role of Alabama's river systems in its technological and economic development.
	48. Be able to locate significant places in present-day Alabama using maps. - Cities - Transportation routes - Rivers - Counties - Tourist attractions Examples: current aerial photographs, satellite maps, weather maps
	49. Explain how population growth has changed the natural environment from prehistory to the present. - Cities - Major road systems - Demographics - Natural resources

FOURTH-GRADE LITERATURE LIST
ALABAMA HISTORY and GEOGRAPHY

Alabama's Physical Location and Characteristics

Dean and Thomas. *Wildflowers of Alabama and Adjoining States.* Photos and descriptions of approximately 3000 species are included.

Dodd. *Historical Atlas of Alabama.* A narrative precedes the maps that show how Alabama changed through time.

Hamilton. *Seeing Historic Alabama: Fifteen Guided Tours.* Guidebook begins in the Tennessee Valley and ends in Mobile.

Alabama's Earliest Inhabitants: Prehistoric and Historic Indians

Blackshear. *The Creek Captives and Other Alabama Stories.* Stories provide background and insight into people and events in Alabama.

Green. *The Creeks.* A detailed account of different tribes, their cultures, and contacts with Europeans is provided.

Searcy. *Ikwa of the Mound-Builder Indians.* This myth explores Native American cultures in the Southeastern United States.

Alabama in the Nineteenth Century

Martin. *Alabama Folklife: Collected Essays.* Many of the essays depict farm life and rural ways of living in an interesting and informative way.

Muskat and Neeley. *The Way It Was.* Through a series of photographs, Alabama life from the 1850s-1930s is pictured.

Solomon and Solomon. *Cracklin Bread and Asfidity: Folk Recipes and Remedies.* Southern recipes and remedies provide insight into Southern life of the past.

Alabama in the Twentieth Century

Capote. *A Christmas Memory.* Joys of the holiday are shared by a small boy and his elderly cousin.

Capote. *The Thanksgiving Visitor.* A young boy, harassed by the town bully, is taught a lesson by the spinster cousin.

Lineback. *Atlas of Alabama.* Physical, cultural, and economic characteristics of the state are depicted.

Fifth Grade
United States History and Geography: Selected Themes and Periods

Fifth-grade students are involved in the foundational study of United States history and geography. This study focuses on four basic themes that reoccur throughout American history. The themes are Exploration and Settlement; Conflict and Cooperation; Change: Culture and Technology; and Developing Democracy. The course highlights events associated with these themes, concentrating on a more detailed study within the periods of time from prehistory through sectionalism and the westward movement. To illustrate their relevancy, the themes are extended through events in modern America. In this study of United States History and Geography, students need to become increasingly aware of the important interrelationship between people and the natural environment (Appendix B).

This course also emphasizes the part various groups played in the development of American society, including Blacks, women, Native Americans, and other ethnic groups. Students realize that the strength of the American experience is the opportunity for the inclusion of all groups into American society. Even though at times imperfect in practice, the democratic ideal is the driving force in American history.

The fifth-grade course may be organized either chronologically or thematically. Fifth-grade student outcomes in the *Alabama Course of Study: Social Studies* are presented in a chronological sequence.

In this chronological organization, six periods of history form the framework for thematic instruction.

- Beginnings: Prehistory to 1607
- Colonization: 1607-1750s
- Revolutionary Era: 1750s-1800s
- Sectionalism and the Westward Movement: 1800s-1860s
- Transition to Modern America: 1860s-1920s
- Modern America: 1900s-Present

> *Four basic themes reoccur throughout American history. They are Exploration and Settlement; Conflict and Cooperation; Change: Culture and Technology; and Developing Democracy.* ❦

Students study four themes within the context of each chronological period of time.

The alternative organization is a thematic approach (Appendix C). In a thematic organization, four significant themes provide the primary structure for instruction.

- Exploration and Settlement
- Conflict and Cooperation
- Change: Culture and Technology
- Developing Democracy

Students study six chronological periods within each theme. Local curriculum plans need to indicate whether teachers are to organize in a chronological or a thematic manner.

The purpose of introducing themes is to provide students with connections for events, people, and ideas over time. The theme Exploration and Settlement, for example, focuses on the changing definition of the frontier in American history. As the population increased, early settlers felt a need to move beyond their horizons. This migration led settlers to new land, to new treasures, and to new adventures. Students trace the expansion of America from ocean to ocean and to exploration of outer space.

The theme Conflict and Cooperation deals with the interaction among the many groups that compose American society. Through study of this theme, students realize that the mixture of cultures has been one of America's blessings. They also see that it has brought its share of problems and challenges. Across the span of time covered in the course, students become aware of the cooperative spirit that has prevailed. They see this spirit enabling the colonists to cooperate to settle the conflict with England, enabling the states to come to terms with the most bitter of conflicts and maintain the union, and enabling the nation to overcome national conflicts to participate in global efforts and decisions.

Study of the theme Change: Culture and Technology focuses on the changing economic and cultural make-up in American society and, in particular, the impact of technology. Students become aware of the economy's change from agrarian to industrial, the emergence of a unique American culture and language from the variety that composes them, technological advances from simple farm equipment to automated factories, and from horse-and-buggy travel to modern air and space travel.

The purpose of themes is to provide students with connections for events, people, and ideas over time.

Developing Democracy, dealing with the foundation of America, is a theme that serves to tie together many events over time. Students may envision, perhaps for the first time, connections between the purposes of settlement in a new land, the nature of governing arrangements among Native Americans, and the government that was established. Across the periods of time, students also realize that the concept and meaning of democracy have continued to expand, and that it is a concept that continues to develop.

CHRONOLOGICAL APPROACH

Beginnings: Prehistory to 1607

During the time of their study of America, students begin to consider some of the important questions associated with content. What are some significant aspects of the geological history of America? What was the land like before the arrival of Europeans? What was the nature of the Native American cultures?

Colonization: 1607-1750s

Of particular importance to this course is the period of Colonization, for it is the period, along with the Revolutionary Era, that receives primary emphasis. The following important questions are addressed in this period. What areas were first explored and/or settled? Who were these explorers and settlers? Why did they come? Of what significance are the people and the reasons they came to the nation that developed? What was the nature of the mutual impact of Europeans and Native Americans upon each other? What was the foundation of the value system of the people who came to America? What part did religion play in the life of the early colonies? What are some examples of the complex interrelationship between people and the natural environment? Where may be found, even in this early era, the seeds of a developing democracy?

Revolutionary Era: 1750s-1800s

As their study of America moves forward, students begin to read and think about the causes of the American Revolution. They also consider the meaning and significance of some of the important documents in American history. What kind of commitment and thinking produced such writings and speeches as Thomas Paine's *Common Sense* and Patrick Henry's "Give Me Liberty or Give Me Death"? Who were the

Students realize that the concept and meaning of democracy have continued to expand, and that it is a concept that continues to develop. ❦

important people at the Constitutional Convention? What were the major concepts of the United States Constitution?

Sectionalism and the Westward Movement: 1800s-1860s

Following the study of the establishment of the government, students explore the expansion of America westward. This study includes the continuing conflict between the settlers and the Native American populations. In addition, the continuing debate concerning slavery in a free nation is considered.

Transition to Modern America: 1860s-1920s

In this period, students explore cultural diversity versus civic unity. This is done through the examination of such events/situations as the influx of immigrants, the growth of cities, and tensions between workers and owners of factories and other businesses.

Modern America: 1900s-Present

While the focus of this course is on earlier periods, students examine the four selected themes as they apply to modern America. As they explore these themes, students become aware that the thematic terms begin to take on new meaning as Exploration and Settlement is applied to frontiers in space, Conflict and Cooperation takes on a global perspective, Change: Culture and Technology grows to modern dimensions, and Developing Democracy continues to unfold.

The study of United States history and geography for fifth graders emphasizes the drama and excitement of the history of this land. To develop an appreciation for and an understanding of America's history, students can become actively involved in music, creative movement, story telling, role playing, drama, and arts and crafts. Analytical reading of texts, literature, and documents and expressive writing are important parts of this study (Fifth-Grade Literature List, p. 96). Problem-solving and critical-thinking skills are developed through students' reading and writing as well as through small and large group work. Students will use and strengthen skills in the use of maps, charts, and graphs to understand geography and history. Students are encouraged to view the many events they will study from the eyes of the participants. The study of current events also is encouraged in this course. ❦

The thematic terms begin to take on new meaning as they apply to modern America. ❦

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.

Students will

MAP AND GLOBE SKILLS

1. Extend the development of map and globe skills.
   - Symbols: Be able to find major geographic factors associated with the study of America's history.
     Examples: ocean currents, prevailing winds, large forests, major rivers, significant mountain ranges
   - Location: Apply knowledge of cardinal and intermediate directions to describe the relative location of selected places in North America.
     Examples: Maine in the northeastern United States, Mexico south of the United States, the Atlantic Ocean on the eastern border of Georgia
   - Location: Apply the knowledge of a grid system to describe the absolute location of selected places encountered during the study of America's history.
     - Latitude and longitude
       Example: comparing climates of places in America with countries of the origin of early settlers
       - † Equator
       - † Tropics of Cancer and Capricorn
       - † Arctic and Antarctic Circles
       - † Prime Meridian, 180° Meridian (International Date Line) relative to North America and the world

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
MAP AND GLOBE SKILLS (continued)	- Directions: Extend orientation skills by following and giving specific cardinal directions and verbal instructions. Example: describing proposed trade and exploration routes through the eyes of the explorers - Scale: Compare differences found on a variety of scales. Example: comparing a local area map with a map of a larger area such as Jamestown with the 13 colonies or with the North American continent
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Maps - Globes - Time lines - Charts - Illustrations
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

BEGINNINGS: PREHISTORY TO 1607

THEMES	STUDENT OUTCOMES
	Students will
EXPLORATION AND SETTLEMENT	4. Describe the natural environment of North America. - River systems - Physical geography • Land forms • Natural regions • Native wildlife and vegetation - Natural resources
	5. Explain the causes and effects of the migration and settlement in prehistoric America. Examples: land bridge, diffusion of Indian culture
CONFLICT AND COOPERATION	6. Identify reasons for conflict among Native American societies.
	7. Analyze why cooperation was a necessary aspect of Native American societies. - Intra-tribal - Inter-tribal
	8. Describe conflict and cooperation between Europeans and Native Americans in their initial contact.
CHANGE: CULTURE AND TECHNOLOGY	9. Analyze the relationship of technology to exploration and settlement in North America. Examples: tools, weapons, compass
DEVELOPING DEMOCRACY	10. Describe governing concepts among Native Americans. Examples: leadership, rules, clans, councils

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

BEGINNINGS: PREHISTORY TO 1607 (continued)

THEMES	STUDENT OUTCOMES
	Students will
DEVELOPING DEMOCRACY (continued)	11. Explain reasons for European exploration and settlement of North America. Examples: political freedom, economic freedom

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

COLONIZATION: 1607-1750s

THEMES	STUDENT OUTCOMES
	Students will
EXPLORATION AND SETTLEMENT	12. Locate and describe the areas settled by Europeans. - English - Spanish - French
	13. Describe the location and natural environment of the three primary groups (Northern, Middle, Southern) of English colonies. - Climate - Land - River systems - Forest covers
CONFLICT AND COOPERATION	14. Describe the relationships between Europeans and Native Americans during colonization. Examples: trade, disagreements over land use, sharing of ideas
	15. Describe efforts of Europeans to establish dominance in North America. Examples: English privateers, French fur traders, Spanish gold miners
	16. Give examples of conflict and cooperation both within and among the English colonies. Examples: religion in Massachusetts, land in Virginia, trade, boundaries
CHANGE: CULTURE AND TECHNOLOGY	17. Relate cultural practices to differences among the European settlements in North America. Examples: Spanish religious zeal, French economic goals, English goals for settlement

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

COLONIZATION: 1607-1750s (continued)

THEMES	STUDENT OUTCOMES
	Students will
CHANGE: CULTURE AND TECHNOLOGY (continued)	18. Describe the cultural impact of contact between Europeans and Native Americans. Examples: new foods, religion, breakup of families, mixed marriages
	19. Analyze the emergence of the American culture during colonization. Examples: English as the dominant language, Protestantism, English common law
	20. Compare daily life of people in the Northern, Middle, and Southern colonies. Examples: impact of religions, types of work, use of land, leisure activities
DEVELOPING DEMOCRACY	21. Describe the development of representative government in America during colonization. Examples: Mayflower Compact, House of Burgesses
	22. Analyze the relationship between religion and government in colonial America. Examples: ethical values, laws

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

REVOLUTIONARY ERA: 1750s-1800s

THEMES	STUDENT OUTCOMES
	Students will
EXPLORATION AND SETTLEMENT	23. Describe exploration of the frontier from the 1750s through the 1800s. - Daniel Boone - Lewis and Clark
	24. Relate the impact of early exploration on future westward expansion. - Cumberland Gap - Santa Fe Trail - Oklahoma Trail
CONFLICT AND COOPERATION	25. Explain the conflict between American colonies and England leading to the Revolution. - Taxation without representation • Stamp Act • Boston Massacre • Boston Tea Party - Military presence
	26. Describe efforts of groups in the American colonies to mobilize support for independence from England. Examples: Minutemen, Letters of Correspondence
	27. Explain the significance of major battles of the American Revolution. - Locations • Lexington-Concord • Bunker Hill • Saratoga • Yorktown - Issues - Outcomes - Personalities - Strategies

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

REVOLUTIONARY ERA: 1750s-1800s (continued)

THEMES	STUDENT OUTCOMES
	Students will
CHANGE: CULTURE AND TECHNOLOGY	28. Be able to trace the development of an American culture from 1750 to 1800. - Traditions - Religions - Language
DEVELOPING DEMOCRACY	29. Summarize the major points in selected writings related to American independence. Examples: *Common Sense* by Thomas Paine, Declaration of Independence, Patrick Henry's "The Call to Arms" ("Give Me Liberty or Give Me Death") speech
	30. Identify the weaknesses of the Articles of Confederation.
	31. Identify major aspects of the Constitutional Convention. - Major personalities and their roles - Key issues - Results
	32. Explain major concepts of the United States Constitution. - Relationship between government and people - Separation of powers - Democratic republic
	33. Relate the significance of personal freedoms guaranteed in the Bill of Rights to the daily lives of citizens. Examples: religious freedom, free speech

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

REVOLUTIONARY ERA: 1750s-1800s (continued)

THEMES	STUDENT OUTCOMES
	Students will
DEVELOPING DEMOCRACY (continued)	34. Describe the government during the presidency of George Washington. Examples: election, organization
	35. Summarize the contributions of significant individuals to the establishment of the United States of America. Examples: Thomas Jefferson, Benjamin Franklin, James Madison, George Washington, Alexander Hamilton

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

SECTIONALISM AND THE WESTWARD MOVEMENT: 1800s-1860s

THEMES	STUDENT OUTCOMES
	Students will
EXPLORATION AND SETTLEMENT	36. Explain the impetus for movement to the frontier during the early nineteenth century. - Land - Slavery - Adventure - Opportunity for economic advancement
	37. Describe the contributions of selected individuals and groups to westward expansion. - Brigham Young - Mountain men - Pioneers
	38. Explain the interaction of man with the natural environment that occurred during the exploration and settlement of the frontier in America. - Trails - Hazards
CONFLICT AND COOPERATION	39. Analyze the conflicts between westward-moving settlers and Native Americans. - Settlers' perspective - Native Americans' perspective
	40. Analyze sectionalism in America during the first half of the nineteenth century. - Slavery - States' rights - Personalities - Economic differences
	41. Summarize major aspects of the Civil War. - Causes - Personalities - Issues - Outcome

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

SECTIONALISM AND THE WESTWARD MOVEMENT: 1800s-1860s (continued)

THEMES	STUDENT OUTCOMES
	Students will
CHANGE: CULTURE AND TECHNOLOGY	42. Analyze the impact of selected technological developments on life in America from 1800 to 1860. Examples: interchangeable parts, cotton gin, steam engine, water-powered turbine engine
	43. Describe major changes in American society from 1800 to 1860. Examples: women's suffrage movement, expanding educational system, emerging writers and artists
DEVELOPING DEMOCRACY	44. Analyze obstacles to the expansion of American democracy from 1800 to 1860. Examples: limitations on voting rights, slavery
	45. Explain the impact of the 12th, 13th, 14th, and 15th Amendments to the Constitution on democracy in America.

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

TRANSITION TO MODERN AMERICA: 1860s-1920s

THEMES	STUDENT OUTCOMES
	Students will
EXPLORATION AND SETTLEMENT	46. Explain why the phrase "end of the Frontier" is descriptive of America in the early 1900s.
CONFLICT AND COOPERATION	47. Describe relationships between workers and owners from the 1860s to the 1920s. Examples: establishment of unions, construction of railroads
CHANGE: CULTURE AND TECHNOLOGY	48. Describe the impact of the influx of immigrants on American life in the late nineteenth century. - Politics - Industry - Agriculture Examples: workers for factories, growth of cities
DEVELOPING DEMOCRACY	49. Compare democracy in America before and after the 19th Amendment to the Constitution.

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Chronological Arrangement)

MODERN AMERICA: 1900s-PRESENT

THEMES	STUDENT OUTCOMES
	Students will
Exploration and Settlement	50. Compare the "frontier" concept in modern America to earlier concepts of the frontier. - Space - Oceanic exploration
Conflict and Cooperation	51. Summarize America's role in the global community from the 1900s to the present. Examples: role in various wars, symbol of freedom
Change: Culture and Technology	52. Describe the impact of technology on life in modern America. Examples: electricity, television, computers
Developing Democracy	53. Describe physical changes in America that have occurred over time through the examination of historic maps, charts, and graphs. - Added states and territories - Changing population - Economic base
	54. Explain the political, social, and economic impact of the Civil Rights Movement in the evolution of American democracy.

FIFTH-GRADE LITERATURE LIST
UNITED STATES HISTORY AND GEOGRAPHY

Beginnings: Prehistory to 1607s

Fisher. *Prince Henry The Navigator.* A man's vision leads him to establish the first school of navigation.

Maestro. *The Discovery of the Americas.* The hands-on cross-curriculum approach will help students to see that history is a series of connected events, not isolated incidents.

Colonization: 1607 - 1750s

Edmonds. *The Matchlock Gun.* This is a Newberry winner that tells the story of two children left to guard their pioneer home.

Field. *Calico Bush.* This story, set in 1743, is about a girl "bound" to serve a pioneer family for her room and board.

Revolutionary Era: 1750s - 1800s

Alder. *George Washington: Father of Our Country.* A young boy overcomes difficulties in school and family life to become the first president of the United States.

Dalgliesh. *The Courage of Sarah Noble.* Sarah accompanies her father on a dangerous journey to the frontier.

Forbes. *Paul Revere.* Insight into family life in colonial America is described in events leading to the Revolutionary War.

Fritz. *The Case of Benedict Arnold.* A boy obsessed with being the leader and hero ends up being considered a traitor.

Griffin. *Phoebe and the General.* This is a true story of a 13-year-old black girl who has a chance to save General George Washington.

Lawson. *Ben and Me.* Amos, the mouse, claims to be the brains behind Ben Franklin's inventions.

Longfellow. *Paul Revere's Ride.* The well-illustrated historical poem tells about the conflict between the American colonies and the British mother country.

Sectionalism and the Westward Movement: 1800s - 1860s

Daugherty. *Daniel Boone.* This story is about the exploits of the man who settled Kentucky.

McGovern. *If You Grew Up With Abraham Lincoln.* Questions about daily life in Lincoln's time are answered.

Transition to Modern America: 1860s - 1920s

Beatty. *Jayhawker.* As an abolitionist, a young boy seeks to advance the cause of freedom prior to and during the Civil War.

Modern America: 1900s - Present

Myers. *Now Is Your Time!: The African-American Struggle For Freedom.* This dramatic story traces the history of African-Americans who were brought to America as slaves and changed the direction of American life then and today.

Randolph. *Woodrow Wilson, President.* This is a biography of Thomas Woodrow Wilson, twenty-eighth president of the United States, who decided to enter World War I despite his tireless efforts for peace.

Sixth Grade
World History and Geography to 500 A.D.

Sixth-grade World History and Geography to 500 A.D. directs students to a thoughtful study of the earliest peoples and cultures from Western and non-Western civilizations. This course focuses on theories concerning the appearance of humans, the development of civilizations among the river cultures, and the civilizations of the ancient Greeks and Romans. The importance of the natural environment to human development is an essential topic of study. The sixth-grade course also emphasizes the study of human response to the needs of everyday life. Students develop an understanding of the type and nature of societal institutions that developed to deal with the problems of existence. Content is divided into four topics.

- Early Humans and Early Human Societies
- The Beginning of Civilization: The River Cultures—The Middle East and Africa, Ancient India, and Ancient China
- Greek Civilization
- Roman Civilization

Critical thinking and analysis are important in this course; consequently, asking questions about societies and comparing and contrasting civilizations over time are essential. Critical thinking is also applied as current events are discussed. This study reveals history as a well-told story. Students need not focus on world history and geography as endless factual detail; rather, they may gain an understanding and appreciation of history as an exciting story of people much like themselves at other times and places as they explore answers to stimulating questions. How did early people interpret their existence? What part did religion play in the lives of early people? How was religion related to nature and natural phenomenon? How and why did the development of tools and primitive technology move from stone to metal? Finally, how did the advent of farming affect primitive political, economic, and social structures?

Students focus on understanding and appreciation of history rather than endless factual detail. ❦

Students apply the fundamental themes of geography as they investigate the ways that empires grew, the ways that territories expanded and contracted, the influence of trade and trade routes, the movement of people and ideas, the influence of warfare on population growth, and the distribution of people and resources (Appendix B).

The ability to read and synthesize from various literary sources, to write, and to discuss is of obvious importance to this study of world history and geography. Of equal importance is the ability to use time lines, maps, globes, charts, and graphs to relate history with geography. Student involvement in learning is important for sixth graders. Some active ways for students to become involved in learning are through music, movement, arts and crafts, drama, and role playing.

Early Humans and Early Human Societies

In the introduction to this study, students examine evidence that has been gathered regarding early human life. Emphasis is given to the places early humans lived, the relationship between humans and the natural environment as they moved from hunter-gatherers to farmers, and artifacts that tell about the lifestyles of prehistoric peoples.

The Beginning of Civilization: The River Cultures

This unit enhances students' awareness of the important interaction between the geographical environment and the nature of the civilizations that developed.

✧ *The Middle East and Africa*

Students examine evidence about civilizations that developed at several locations at approximately the same time: Mesopotamia, Egypt, Kush, and other Middle East civilizations. As students study the development of these civilizations, it is important that they use maps, charts, and time lines to organize the study over time and place. Students consider the circumstances in each area as organized society developed, particularly the rise of cities. Pertinent questions, such as the following, will be examined. What part did the natural environment play in the lives of these early civilizations? What forms of political, economic, and social structures developed in these areas? How did early civilizations

Students become involved in learning through music, movement, arts and crafts, drama, and role-playing.

derive their value systems? What part did religion play in society? What was the place of the individual in these societies? Finally, what was the nature of slavery in early civilizations?

✧ Ancient India

In this unit of study, students explore the origins of civilization in ancient India developing at approximately the same time as the River Cultures in the Middle East. Specifically, students gain knowledge of the earliest religious, social, and governmental structures. They recognize India's cultural influence upon other regions through trade. Additionally, important questions direct further reflection. What was India like geographically, including distribution of the population? What were the characteristics of the main religions of ancient India? What impact did religion have on the lives of its people?

✧ Ancient China

For sixth-grade students to comprehend a country as complex as ancient China, teachers must skillfully guide students to grasp the concept of dynasties and to perceive significant differences among the succeeding dynasties. Penetrating questions are addressed. What is the significance of unification in China? What part did geography play in the development and nature of China? What was the effect of major changes in land use? What brought about the decline of various dynasties within China?

Greek Civilization

The foundation of much of Western thought can be traced to the ancient Hebrews and Greeks. Ethical and religious thought, as expressed by the ancient Hebrews, affected life and religious ideas in later Greek and Roman times as well as in the modern world. Developing at a different time and place were the city-states of the ancient Greeks. Their impact on Western ideas makes it important for students to answer these questions. What were the Greeks like? How did they express their view of the human condition? What was their interpretation of human existence? What was the nature of reason expressed by Greeks through geography, science, mathematics, history, and philosophy?

> *Students learn that the foundation of much of Western thought can be traced to the ancient Hebrews and Greeks.* ❦

Roman Civilization

The study of Rome includes the everyday life of people and the rule of law. An essential aspect of the study of Rome is a comparison of Roman development in the arts, religion, and politics with that of the Greeks. Important also is the rise of Christianity during this time. Students read about and discuss the ethical nature of the Christian faith and its impact on Roman and world society. They realize that, ironically, the Roman government, which for centuries dominated and persecuted the descendants of the ancient Hebrews of the Old Testament, became intertwined with the Christian church–The Roman Catholic Church–that had its roots in the same Judaic traditions and beliefs. ❦

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

EARLY HUMANS AND EARLY HUMAN SOCIETIES

STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.

Students will

MAP AND GLOBE SKILLS

1. Extend the development of map and globe skills.
    - Symbols: Demonstrate an understanding of cartograms.
    - Symbols: Compare cartograms with speciality and thematic maps.
    - Location: Be able to locate on maps each of the civilizations studied and infer why they developed there.
    - Location: Apply the understanding of a grid system to the location of cities on an outline map of the world.
        Example: using latitude and longitude to plot Athens and Rome on an outline map of the world
    - Directions: Develop an understanding and use of flow lines.
        Examples: drawing flow lines on maps to show trade routes of early civilization; using flow lines to explain the "Silk Road" that linked China, the Middle East, and Rome
    - Scale: Demonstrate proficiency in applying scale to map making.
        Examples: making maps of the Hellenistic Empire at different times to show its expansion and decline, using maps to show the expanding or shrinking areas of political control by succeeding Chinese emperors

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

EARLY HUMANS AND EARLY HUMAN SOCIETIES

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Illustrated and multilevel time lines - Maps - Globes - Charts - Illustrations
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

EARLY HUMANS AND EARLY HUMAN SOCIETIES

TOPICS	STUDENT OUTCOMES
	Students will
THEORIES—EVIDENCES, NATURE OF SOCIETIES, CHANGE	4. Discuss evidence regarding the origins of early humans. - Location • Africa—Olduvai Gorge - Categories • Homo erectus • Homo habilis • Homo sapien
	5. Describe the earliest human societies. - Location - Hunters and gatherers - Culture - Forms of social control
	6. Analyze the Neolithic Revolution in the Middle East. - Locations - Diffusion - Cultural development - Development of farming - Development of villages - Forms of government

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

THE BEGINNING OF CIVILIZATION: THE RIVER CULTURES

TOPICS	STUDENT OUTCOMES
	Students will
THE MIDDLE EAST AND AFRICA	
MESOPOTAMIA	7. Explain the influence of geographical factors in the development of Mesopotamia using graphic organizers. - Land formations Example: crossroads to the East - River systems Examples: Tigris and Euphrates - Climate Examples: hot and dry - Movement of people Examples: nomadism versus agriculture
	8. Explain factors and/or concepts associated with the development of governments in Mesopotamia. - City-states Example: Babylon - Written law Example: *The Code of Hammurabi* - Slavery Example: legal definition - Religion Example: theocracy
	9. Summarize significant features of the cultures of Mesopotamia. - Religion - Written communication - Technology - Architecture - Daily life - Economics • Agriculture • Merchants and trade • Systems of exchange • Slavery

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

THE BEGINNING OF CIVILIZATION: THE RIVER CULTURES (continued)

TOPICS	STUDENT OUTCOMES
	Students will
THE MIDDLE EAST AND AFRICA (continued)	
EGYPT	10. Explain the influence of geographical factors in the development of civilization in Egypt using graphic resources. - Land formation - Nile River - Climate - Movement of people
	11. Explain how selected factors affected the development of government in Egypt. - Monarchy - Legal system - Slavery - Religion
	12. Summarize significant features of early Egyptian culture. - Daily life Examples: pyramids, metallurgy, solar calendar, large stone buildings, huge columns, medicine - Religion - Economics - Written communication Example: hieroglyphics - Technology
	13. Compare the Egyptian civilization with that of Mesopotamia.
	14. Gain insight into early Egyptian civilization through the reading of excerpts from significant writings.

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

THE BEGINNING OF CIVILIZATION: THE RIVER CULTURES (continued)

TOPICS	STUDENT OUTCOMES
	Students will
THE MIDDLE EAST AND AFRICA (continued)	
KUSH	15. Describe the characteristics of the Kush civilization. 16. Analyze the reciprocal relationship between Egypt and Kush.
OTHER MIDDLE EASTERN CIVILIZATIONS	17. Describe the unique contributions of early Hebrew religious thought. - Monotheism - Moral and ethical value systems - Historical link to a specific geographical location 18. Identify aspects of the Old Testament as a history of a people. Examples: Genesis, Exodus 19. Explain the development of the Phoenician alphabet. 20. Compare the development of early civilizations. - Mesopotamia - Egypt - Kush - Other Middle Eastern civilizations

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

THE BEGINNING OF CIVILIZATION: THE RIVER CULTURES (continued)

TOPICS	STUDENT OUTCOMES
	Students will
ANCIENT INDIA	21. Explain the impact of interaction of humans and the natural environment on the development of civilization in the Ganges and Indus River Valleys. - Land formation - Climate - Movement of people
	22. Describe the Ganges and Indus River Civilizations and discuss their impact on the development of ancient India.
	23. Trace the development of trade and commerce in ancient India, noting products grown and traded.
	24. Describe the main features of the religions of ancient India. - Hinduism - Buddhism
	25. Explain the impact of Buddhist monks' missionary efforts. - Cultural expansion - Religious expansion
	26. Explain the relationship between the development of early civilizations in India and the natural environment.

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

THE BEGINNING OF CIVILIZATION: THE RIVER CULTURES (continued)

TOPICS	STUDENT OUTCOMES
	Students will
ANCIENT CHINA	27. Explain the impact of the natural environment on the development of civilization in the Yangtze River Valley. - Land formation - Climate - Movement of people
	28. Summarize significant contributions of the Shang Dynasty to life in ancient China. - Unified government - Calendar - Written language
	29. Analyze the impact on Confucian thought on life in China. - Ethical value system - Family life
	30. Describe how land use was affected by major changes in ancient China using graphic resources. - Grand Canal construction - Population growth - Fields planted with improved technology - Industrial growth - Great Wall

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

GREEK CIVILIZATION

TOPICS	STUDENT OUTCOMES
	Students will
ANCIENT GREECE—(MINOANS, MYCENAEANS, ATHENIANS, AND SPARTANS)	31. Explain the impact of geographical factors on the development of ancient Greek civilization (Minoans, Mycenaeans, city-states) using graphic resources. - Location - Land formations - Climate - Movement of people
	32. Describe the development of government among the ancient Greeks. - City-states - Democracy Example: Athens - Oligarchy Example: Sparta - Citizenship Examples: Athens, Sparta - Slavery
	33. Analyze the culture and intellectual development of the ancient Greeks. - Religion - Arts and humanities - Education - Daily life • Sports • Lifestyles - Economics • Agriculture • Trade and merchants • Money and taxes • Slavery

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

GREEK CIVILIZATION (continued)

TOPICS	STUDENT OUTCOMES
	Students will
ANCIENT GREECE—(MINOANS, MYCENAEANS, ATHENIANS, AND SPARTANS) (continued)	34. Summarize insights into the lives of people in the early Greek civilization as encountered through literature.
	35. Explain the changing nature of government during the time of classical Greece. - Athenian democracy - Spartan tyranny - Alexander the Great's conquest
CLASSICAL GREECE	36. Analyze the cultural contributions of classical Greece. - Arts and architecture - Literature, philosophy, history, geography • Mythological explanations for physical phenomena • Map-making contributions - Science and mathematics - Daily life - Economics • Dependence on slavery • Tax system • Mining, trading, merchants
	37. Compare developments in ancient and classical Greece using graphic resources. - Maps - Globes - Charts - Time lines - Illustrations
	38. Explain the Greek concept of the individual's responsibility in society.

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

ROMAN CIVILIZATION

TOPICS	STUDENT OUTCOMES
	Students will
Founding of Rome and The Republic	39. Summarize the impact of geographical factors in early Roman history. - Location - Land formations - Movement of people
	40. Explain issues associated with the development of government in early Roman history. - Monarchies - The Roman Republic - Individual rights and citizenship - International relations Example: Punic Wars
	41. Describe major features associated with the culture of early Roman society. - Mythological background of Rome - Engineering - Law - Daily life - Religion - Economics • Agriculture • Trade • Money and taxes • Slavery
	42. Compare early Roman civilization to other civilizations in the ancient world. - Location - Government - Economy - Culture

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

ROMAN CIVILIZATION (continued)

TOPICS	STUDENT OUTCOMES
	Students will
ROMAN EMPIRE	43. Describe the government during the Roman Empire. - Role of the emperor - Organization of the Empire - Rule in the provinces
	44. Describe the economic life during the Roman Empire. - Agriculture - Trade - Manufacturing - Money and taxes - Slavery
	45. Describe significant cultural contributions associated with the Roman Empire. Examples: the arts, language, literature, architecture, legal code
	46. Trace the development of early Christianity. - Location • Relationship to Judaism - Moral and ethical implications - Personalities • Jesus • Peter • Paul - Impact of the Roman Empire

SIXTH GRADE

WORLD HISTORY AND GEOGRAPHY TO 500 A.D.

ROMAN CIVILIZATION (continued)

TOPICS	STUDENT OUTCOMES
	Students will
ROMAN EMPIRE (continued)	47. Compare significant characteristics of Christianity to other religions of the ancient world. - Judaism - Greek and Roman polytheism - Egyptian and Mesopotamian nature gods - Hinduism - Buddhism - Confucianism
	48. Describe the fall of the Roman Empire. - Barbarian invasions - Conquest of Rome

Seventh Grade
World History and Geography: 500-1789

Seventh-grade World History and Geography: 500-1789 provides students with a context for the study of human activity from the fall of Rome to early modern times. This course builds on knowledge students gained from their study of the ancient world. It focuses on the development of Islamic societies in the Middle East, the Middle Ages in Europe and Japan, civilizations in the Western Hemisphere and Africa, European Renaissance and Reformation, and the Age of Exploration and Enlightenment. As students study humans through time, they also study human development. Knowledge and understanding of the great variety of peoples and cultures are essential aspects of seventh-grade world history and geography. Both time and place serve to focus the course as is suggested by the topics that organize it.

- Islam and the Islamic Empire
- Sub-Saharan African Civilizations
- Asian Civilizations
- Medieval Europe
- The West in a Time of Change: 1300-1600
- Europe During the Age of Absolutism and the Enlightenment: 1600-1789

Study in the seventh-grade curriculum includes the social, political, and technological changes that occurred from the end of the Roman Empire to the beginning of early modern times. Initially, students study the development of the Islamic faith and the subsequent empire built around that religion. Students need to study ideas, attitudes, and values that have grown out of the Islamic faith and the impact on the cultures of the regions where Islam is dominant. Recognition of similarities and differences between Islam and other religions, particularly the Christian faith, helps to clarify the Islamic faith. Knowledge of some parts of *The Qur'an* (*The Koran*) is appropriate. The use of maps and globes is important to establish the proper spatial relationship between the Islamic Empire and other areas of the world.

> *Knowledge and understanding of the great variety of peoples and cultures are essential aspects of this course.* ❦

Next, students study the sub-Saharan civilizations and Asia, followed by a unit on Medieval Europe. As students begin their study of the Middle Ages, they use maps, charts, and time lines to organize the study of many cultures evolving at different places during the same time frame. To gain an understanding of civilization as it has developed, students need to explore these questions. How is each culture unique in respect to politics, government, and social life? How did different cultures respond to the needs of everyday life? What is the nature of the various ethical and value systems that were developed?

As the study of world history progresses chronologically to the era of the Renaissance and Reformation in Europe, exploring the following questions brings new insight. How and why did individuals begin to experience the need for reform in the political, social, and religious structure of the time? What is the impact of this era on life today? How did the Renaissance affect the foundations for modern science?

The final units of study in the seventh grade take students to the edge of modern times. Exploration and settlement of the Western Hemisphere brought remarkable change in world history and created the beginnings of the United States of America. It is significant that during this time the intellectual foundations for America's system of government developed among philosophers during the Enlightenment. Questions about the natural rights theory and the relationship between individuals and dogmatic authority are important considerations for students.

Exploration and settlement of the Western Hemisphere brought remarkable change in world history and created the beginnings of America.

Students need to expand reading and writing skills used for collecting and summarizing information found in a wide range of sources. Writing needs to be developed as both a way of learning and of sharing. Maps, charts, graphs, time lines, and illustrations are used to gather, analyze, and share information.

Islam and the Islamic Empire

In the first unit for seventh grade, the study of world history and geography continues the chronological study of world history begun in Grade 6 with the creation of the Islamic faith and the Islamic Empire. Knowledge of geography of this region is important to an understanding of the culture that developed as well as an understanding of the central role of religion in government and culture within the Islamic Empire. The study of the origins of Islam can be enhanced by a focus on a discussion of moral and ethical standards and their impact on the life of people. Finally, students need to compare Islam with other religions.

Sub-Saharan African Civilizations

While geography is important in the development of any civilization or country, the geographic nature and geographic contrasts of sub-Saharan Africa are essential to an understanding of the African civilizations of Ghana and Mali. It is important that students grasp the relationship of the natural features to the movement of people, to the economic systems, and to the governments that developed. The study familiarizes students with cultural aspects such as religion, technology, and the nature of daily life in sub-Saharan Africa.

Asian Civilizations

To understand the similarities and differences among the Asian civilizations of India, China, and Japan, students are involved in a simultaneous and comparative study. Among the aspects for comparison are the geographic features, governmental structure, and culture. Both commonalties and unique features are important. Students use maps and globes to illustrate the relative locations and sizes among these three countries. They also use charts and time lines to compare population size and chronological development.

Medieval Europe

Within this unit, students become familiar with the evolving governmental structure. They develop an understanding of the nature of the economic structure and class system. Understanding the interrelationship of church and government and the absolute power of the Roman Catholic Church is essential.

The West in a Time of Change: 1300-1600

Dramatic changes occurred during these periods of the Renaissance, Reformation, and Exploration. The Renaissance was a transitional movement, a rebirth between medieval and more enlightened times. It was marked by a revival of the arts, literature, and the beginnings of modern science. The Reformation was a religious movement aimed at correcting assumed abuses in the Roman Catholic Church and marked ultimately by

> *It is important that students grasp the relationship of the natural features to the movement of people, to the economic systems, and to the governments that developed.*

the establishment of Protestant churches. The Age of Exploration greatly expanded the knowledge of the world. Other civilizations were encountered such as the Early American cultures of the Aztecs, Incas, and Mayans. Students need to understand both the magnitude and methods of change in religion, education, geography, philosophy, arts, science, world travel, and government between 1300 and 1600.

Europe During the Age of Absolutism and the Enlightenment: 1600-1789

This period is a natural result of the changes that occurred during 1300-1600. Careful reading of textual material, as well as excerpts from significant writers of the period, assists students in evaluating and analyzing the political changes, the philosophical setting, and the emerging scientific revolution. ❦

Students need to understand both the magnitude and methods of change in religion, education, geography, philosophy, arts, science, world travel, and government between 1300 and 1600. ❦

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.

Students will

MAP AND GLOBE SKILLS

1. Extend the development of map and globe skills.
   - Symbols: Be able to use isopleth maps to connect areas of commonality.
     Examples: isolines, isobars
   - Symbols: Learn how to make and use simple contour maps to indicate relief.
   - Symbols: Apply understanding of symbols to illustrate relationships among nations of the world.
     Example: using symbols to map explorations by different nations in the fifteenth century through the eighteenth century
   - Location: Apply the understanding of a grid system to the location of cities on an outline map of the world.
     - Latitude
     - Longitude
     - Minutes
     - Seconds
   - Location: Apply the understanding of a grid system to make comparisons among major cities and regions of the world.
     Examples: using latitude to observe the relationship between latitude and climate; comparing time zone in various places, using longitude to calculate time references; comparing regions of the world based on different map projections—Mercator, Robinson, Goode; using the International Date Line to explain how and why the date changes

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
MAP AND GLOBE SKILLS (continued)	- Directions: Apply understanding of cardinal and intermediate directions to map projection. Examples: using a variety of map projections with directions, comparing map projections to globes and to maps of the same type - Scale: Demonstrate proficiency in using scale. Examples: using scale to evaluate several routes between the same points, using maps with scale expressed in various ways
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Illustrated and multilevel time lines - Charts - Maps - Globes - Illustrations
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

ISLAM AND THE ISLAMIC EMPIRE

TOPICS	STUDENT OUTCOMES
	Students will
RELIGION, GOVERNMENT, AND CULTURE	4. Describe geographic aspects of the Islamic Empire using graphic resources. - Location - Natural features - Movement of people
	5. Analyze the development of the Islamic faith.
	6. Relate the Islamic faith to the government and culture of the Islamic Empire. - Central role of religion - Empire building - Moral and ethical codes - Economic system - Intellectual accomplishments - Multicultural nature
	7. Compare significant features of Islam, Christianity, and Judaism. - Religious doctrine - Moral codes - Religious writings

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

SUB-SAHARAN AFRICAN CIVILIZATIONS

TOPICS	STUDENT OUTCOMES
	Students will
GHANA AND MALI	8. Compare governments and economic systems of Ghana and Mali. - Leadership - Laws - Organization - Agriculture - Merchants and trade • Gold • Slavery - Exchange systems and taxes
	9. Describe the cultures of Ghana and Mali. - Religion - Intellectual accomplishments - Technology - Daily life - Languages

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

ASIAN CIVILIZATIONS

TOPICS	STUDENT OUTCOMES
	Students will
INDIA, CHINA, AND JAPAN	10. Explain the relationship between geography and the social, cultural, and economic development in India, China, and Japan from 500 through 1789 using graphic resources. - Location - Natural features - Movement of people
	11. Describe the governmental structure of India, China, and Japan from 500 through 1789. - Leadership - Organization - Legal codes
	12. Compare the cultures of India, China, and Japan from 500 through 1789. - Religions Examples: moral code, caste system of India, beliefs - Intellectual accomplishments - Daily life - Languages - Discoveries and inventions Examples: seismograph, printing press, gun powder

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

MEDIEVAL EUROPE

TOPICS	STUDENT OUTCOMES
	Students will
GOVERNMENT, ECONOMY, AND CULTURE	13. Explain the evolving governmental structure of medieval society. - Feudalism Examples: towns, central government, vassal/lord relationship - Role of the Catholic church • Relationship between civil and religious authority - Significant personalities • Clovis • Charlemagne • William the Conqueror
	14. Explain the economic structure of medieval society. - Feudal manors Example: serfdom - Towns Example: trade - Guilds
	15. Describe the culture of medieval society. - Religion - Intellectual life - Social classes - Daily life - Architecture
	16. Analyze the impetus of the Crusades on conflict and change in world history. - Religious intolerance - East-West trade

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

THE WEST IN A TIME OF CHANGE: 1300-1600

TOPICS	STUDENT OUTCOMES
	Students will
RENAISSANCE	17. Explain the impact of geographic factors on Europe between 1300 and 1600 using graphic resources. - Location - Exploration - Movement of people and ideas - Trade
	18. Explain the role of Italian city-states in the emergence of the Renaissance.
	19. Explain changing attitudes of government from 1300 to 1600. - Expanding central government - Changing levels of toleration Example: humanism
	20. Explain the impact of economic life in Europe between 1300 and 1600. - Decline in work force Examples: plague, famine - Trade and commerce - Population shift Example: farms to town
	21. Analyze characteristics of Renaissance culture from 1300 to 1600. - Religion - Intellectual achievements • Art • Sculpture • Scientific advancement - Daily life - Humanistic philosophy

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

THE WEST IN A TIME OF CHANGE: 1300-1600 (continued)

TOPICS	STUDENT OUTCOMES
	Students will
REFORMATION	22. Discuss the decline in power of the Roman Catholic Church. - Religion - Government - Daily life
	23. Analyze the rise of Protestantism. - Conflict in value systems - *Ninety-five Theses* by Martin Luther - Significant movements
EXPLORATION	24. Discuss the background of the Age of Exploration. - Economics - Religion - Technology
	25. Discuss voyages of discovery using graphic resources. - Christopher Columbus - Ferdinand Magellan - Prince Henry - Samuel de Champlain
	26. Describe features of selected civilizations (Aztecs, Inca, and Mayans) in the Western Hemisphere. - Location - Movement of people - Culture - Political system - Religion - Archaeological remains Example: Olmec civilization

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

THE WEST IN A TIME OF CHANGE: 1300-1600 (continued)

TOPICS	STUDENT OUTCOMES
	Students will
EXPLORATION (continued)	27. Trace the political and economic impact of the encounter between Europeans and inhabitants of North and South America. - Spanish - French - British
	28. Develop an understanding of individuals' attitudes and major events by reading excerpts from significant writings from 1300 to 1600.

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

EUROPE DURING THE AGE OF ABSOLUTISM AND THE ENLIGHTENMENT: 1600-1789

TOPICS	STUDENT OUTCOMES
	Students will
ABSOLUTISM	29. Describe the changing political boundaries in Europe from 1600 to 1789 using graphic resources. - Locations - Movement of people
	30. Compare emerging political systems in Europe. - England • Constitutional monarchy - France • Absolute monarchy - Russia • Rise as European power • Peter the Great • Catherine the Great - Role of religion - The people
	31. Trace the rise of capitalism in Europe between 1600 and 1789. - Protestant ethic - Joint stock companies - Colonization - Banking
ENLIGHTENMENT	32. Explain the philosophical background of the scientific revolution and Enlightenment. - Science and mathematics • Copernicus • Galileo • Kepler • Descartes - Ethics and values - Politics - Early Enlightenment figures • Sir Isaac Newton • John Locke

SEVENTH GRADE

WORLD HISTORY AND GEOGRAPHY: 500-1789

EUROPE DURING THE AGE OF ABSOLUTISM AND THE ENLIGHTENMENT: 1600-1789 (continued)

TOPICS	STUDENT OUTCOMES
	Students will
ENLIGHTENMENT (continued)	33. Analyze the political ideas of Enlightenment thinkers. - Montesquieu - Rousseau - Voltaire 34. Gain insight into ideas reflective of the Enlightenment through excerpts from writings of significant authors of the Enlightenment. Examples: Thomas Jefferson, Adam Smith, Benjamin Franklin

Eighth Grade

United States History and Geography to 1877: Creation of a Democratic Nation

Eighth-grade United States History and Geography to 1877 links the fifth-grade study of selected themes and periods to the eleventh-grade study of issues in modern America as part of a three-year sequential study of American history and geography for Alabama students. It builds upon the sixth- and seventh-grade world history and geography courses and compares the American experience with that of other peoples. In particular, this course provides the opportunity for students to analyze the creation of representative democracy. The focus of this course is the period 1776 to 1877; however, as the following topics illustrate, the entire scope of the course includes prehistory to 1877.

- Exploration and Settlement: Prehistory to 1763
- Revolution Through the Era of Good Feelings: 1763-1828
- Jacksonian Democracy—Prelude to Conflict: 1828-1860
- Civil War and Reconstruction: 1860-1877

The study of American history and geography extends beyond the collection and retention of factual information to critical thinking and thinking habits. Students deal with essential questions about the American experience. What is natural law and the social contract? Why are these ideals absolute to democracy in America? What are civic responsibility and participation in the democratic process? Why are they necessary for the survival of a democracy? How has America reacted to the mixing of multiple cultures throughout history? These and other questions related to the political, social, and cultural composition of America are central concerns of any American history and geography class.

> *In the study of American history and geography, students deal with essential questions about the American experience.*

The relationship of Americans to the natural environment is another key topic in this study. As students seek answers to key questions, the character of America and

Americans is clarified. What are the gifts nature has provided to this nation? How have Americans used and/or abused the gifts of nature? What part did the natural environment play in the creation of a democratic nation? Across the breadth of this course, the fundamental themes of geography are applied to each era (Appendix B). What is the foundation of the moral and ethical value systems? What part does the individual play in the establishment and continuation of the American character? How do the economic and political systems reflect values?

Of central importance is the development of skills needed for collecting and analyzing information important to the study of history and geography. In particular, the reading and comprehension of graphic materials, the reading and comprehension of the textbook and other related materials, and the writing of expository pieces are essential. It is appropriate for students to complete at least one writing assignment for each unit of content. Finally, practicing social participation skills enhances the development of democratic ideals and citizenship studied as part of the content.

Exploration and Settlement: Prehistory to 1763

United States history and geography is, to a large degree, a study of the movement of people. Significant in this study is the competition among Europeans for dominance on the North American continent. In this unit, students revisit their fifth-grade study of Exploration and Settlement as it affected America. In particular, students should discuss and analyze the contact and interaction of three cultures: Native Americans, Europeans, and Africans. The relationships between and among these groups are important for study of the multicultural nature of American society. Also, the beginning of self-rule in America, the impact of religion on all aspects of society, and the influence of geographical factors are key areas of study.

Revolution Through the Era of Good Feelings: 1763-1828

From the beginning of settlement in America, a form of democracy was present. Instruction dealing with this era requires students to study and analyze the ideas, institutions, and practices of American political democracy from late colonial times through the organization of the government. There is a detailed

What is the foundation of our moral and ethical value system? ❦

study of the Revolution, including leaders, major battles, and the importance of all segments of American society to the success of the Revolution. A focus of the study is the Constitution, the establishment of a federal form of government, and the Bill of Rights. Students study in detail the Constitutional Convention, the background ideas for the Constitution, the debates at the Convention, and the eventual compromises that resulted in the Constitution. They become aware that the emergence of political parties, the verification of the power of the Supreme Court, and the definition of other aspects of government occurred during this era. The election of Thomas Jefferson and the peaceful transfer of power from the Federalists to the anti-Federalists are important events to be studied.

The role of the natural environment and interaction with the natural environment are important topics during the era of the Revolution. Specific factors in the Revolution were distance from England, the ability to sustain an army, and natural wealth. Following the Revolution, the use of the land and the direction of the economy were key points of debate between Federalists and anti-Federalists. Also during this era, settlers' first significant movements into the interior began to occur; and Lewis and Clark conducted their survey of the far west. Additionally, the importance of the natural environment to early economic development is analyzed.

Jacksonian Democracy—Prelude to Conflict: 1828-1860

The time from 1828 to 1860 is one of the most significant and complicated periods in American history. The election of Andrew Jackson as the defining event in both the rise of the West and the expansion of the right to vote is of central importance. The continuing conflicts involving Native Americans during the Westward Movement are also addressed. Students study and analyze the increasingly hostile debate over slavery and states' rights while studying the great pre-Civil War Westward Movement. In addition, they can recognize this era as a time of intellectual flowering in America. Many authors, such as Emerson and Thoreau, began writing in a transcendentalist school of thought, while Frederick Douglass and others began to write powerfully about the plight of black Americans. A key issue for students to analyze is the inability of a nation with regional differences to reach peaceful compromise in the mid-nineteenth century.

A focus of study in the eighth-grade is the Constitution, the establishment of a federal form of government, and the Bill of Rights.

Connected and parallel to sectionalism during this era was the great Westward Movement of the pre-Civil War era. The stream of new settlers into the South and the resulting expansion of slavery are significant. The connection of this migration to the search for land is a key element of study. It is important that this development be contrasted with the expansion of farming in the old Northwest that relied upon free labor. Finally, this unit includes a detailed study of the first migrations of settlers to the West Coast. It was during this era that Oregon and California experienced their first great settlements by Americans. The lure of the natural abundance of these two areas is an important consideration.

Civil War and Reconstruction: 1860-1877

The American Civil War was the pivotal event in American history. The survival of the United States as a nation depended upon the outcome of this war. The period can be studied in several ways: as the final phase in a conflict of two subcultures, as the breakdown of a democratic political system, as the climax of several decades of social reform, and as the central chapter in American racial history. Students study the main stages of the war, the strengths and weaknesses on both sides, the leaders, the military practices, and the effects on the people. The role of Abraham Lincoln is of vital importance. Reconstruction is studied in all of its phases. An important topic of study is the role of Blacks in Reconstruction at a time of attempted reform. Students also study the ongoing Westward Movement and its impact on American life and society. Of particular importance in this era is the expansion of settlements in the mid-west. During this time, Americans discovered the wealth of the land in this area for farming. Also the first of the great cattle ranches in Texas began cattle drives to the railroads in Kansas. ❦

> *The period can be studied in several ways: as the final phase in a conflict of two subcultures, as the breakdown of a democratic political system, as the climax of several decades of social reform, and as the central chapter in American racial history.* ❦

EIGHTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY TO 1877: CREATION OF A DEMOCRATIC NATION

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.	Students will
MAP AND GLOBE SKILLS	1. Extend the development of map and globe skills. - Symbols: Compare the effectiveness of presenting information on maps, charts, and graphs. Examples: population density over time, religious denominations over time, types of vegetation over time. - Location: Apply an understanding of the relationship between the earth's revolution, rotation, longitude, time, and seasons to comparative studies of United States regions. Example: using time zone maps to compute the time of day in various places - Location: Compare historical maps of regions and discuss causes and outcomes of the changes. Examples: mapping the area that the United States acquired through the Louisiana Purchase and showing what states are now located there, mapping the lands in dispute between the United States and Mexico in 1846 and identifying ways that the war changed the lives of people in those areas

EIGHTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY TO 1877: CREATION OF A DEMOCRATIC NATION

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
MAP AND GLOBE SKILLS (continued)	- Directions: Apply an understanding of cardinal and intermediate directions to show relative location on a variety of perspective maps. - Scale: Learn to show proportional representation through the use of maps with graduated circles.
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Charts - Graphs - Maps • Demographic • Economic • Political • Physical relief - Globes - Time lines - Illustrations
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

EIGHTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY TO 1877: CREATION OF A DEMOCRATIC NATION

TOPICS	STUDENT OUTCOMES
	Students will
EXPLORATION AND SETTLEMENT: PREHISTORY TO 1763	4. Trace prehistoric migration and settlement throughout the American continents. - Land bridge - Cultural developments
	5. Evaluate the role of European exploration in the settlement of the Western Hemisphere, focusing on the area that became the United States. - Significant European explorers • Christopher Columbus • John Cabot • Henry Hudson • Coronado - European settlements
	6. Explain the impact of Europeans and Africans on America during the colonial period.
REVOLUTION THROUGH THE ERA OF GOOD FEELINGS: 1763-1828	7. Explain the causes of the American Revolution. - Political differences - Economic differences - Geographic separation
	8. Describe various aspects of the Revolutionary War. - Leaders - Key personalities - Major campaigns - Human and military resources - Outcome

EIGHTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY TO 1877: CREATION OF A DEMOCRATIC NATION

TOPICS	STUDENT OUTCOMES
REVOLUTION THROUGH THE ERA OF GOOD FEELINGS: 1763-1828 (continued)	Students will
	9. Summarize the significance of excerpts from selected writings associated with the establishment of American democracy. - *Common Sense* by Thomas Paine - Declaration of Independence - George Washington's *Farewell Address* Examples: *Wealth of Nations* by Adam Smith Articles of Confederation
	10. Analyze the events of the Constitutional Convention. - Key personalities - Major crises and compromises - Ratification of the Constitution • Federalist Papers Examples: numbers 10, 15, 51
	11. Describe the philosophical background of the Constitution and the Bill of Rights. - John Locke - Rousseau - Montesquieu
	12. Describe the organization of government as stated in the Constitution. - Separation of powers - Democratic republic
	13. Paraphrase significant aspects of the Constitution. - Preamble - Bill of Rights

EIGHTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY TO 1877: CREATION OF A DEMOCRATIC NATION

TOPICS	STUDENT OUTCOMES
	Students will
REVOLUTION THROUGH THE ERA OF GOOD FEELINGS: 1763-1828 (continued)	14. Evaluate the Federalist and anti-Federalist positions on the role of government. - Washington's administration - Adams' administration - Jefferson's administration • Marbury v. Madison • Louisiana Purchase
	15. Explain the impact of various factors on the development of America during the early nineteenth century. - War of 1812 - Native population relations - Early Westward Movement - Slavery expansion - Economic development - Monroe Doctrine - Clay's American System - Tariff controversy
	16. Describe American culture during the late eighteenth and early nineteenth centuries. - Arts and humanities - Religion • Deism • "The Great Awakening," 1728-1790 - Ethnic and racial relationships - Family and social life
JACKSONIAN DEMOCRACY—PRELUDE TO CONFLICT: 1828-1860	17. Assess the impact of the election of Andrew Jackson on the development of a democracy in America.
	18. Describe the nature of sectionalism. - Political - Economic - Geographic - Cultural

TOPICS	STUDENT OUTCOMES
JACKSONIAN DEMOCRACY—PRELUDE TO CONFLICT: 1828-1860 (continued)	Students will 19. Summarize the importance of selected writings associated with major events between 1828 and 1860. - John C. Calhoun's "Nullification Speech" (1832) - Daniel Webster's "Rope of Sand" speech - Dred Scott Decision 20. Describe the Westward Movement between 1828 and 1860. Examples: public land policies, contact with Native Americans 21. Evaluate the causes of the Civil War. - Agriculture versus industry - Slavery versus freedom - Division versus union 22. Describe the lives of Blacks in America before the Civil War. 23. Examine American society and culture during the early to mid-nineteenth century. - Arts and humanities - Religion • "The Second Great Awakening" • Abolitionist Movement - Ethnic and racial relationships - Reform Movements •Women's Movement •Temperance •Utopian society - Family and social life

UNITED STATES HISTORY AND GEOGRAPHY TO 1877: CREATION OF A DEMOCRATIC NATION

TOPICS	STUDENT OUTCOMES
	Students will
CIVIL WAR AND RECONSTRUCTION: 1860-1877	24. Discuss significant features of the Civil War. - Leaders/key personalities - Major campaigns and battles - Human and military resources - Human suffering (military and civilian) - Outcome
	25. Describe major characteristics of the Reconstruction Era. - Background - Politics • Civil Rights Laws - Economics • Collapse of the South's economy - Society and culture
	26. Analyze the importance of writings that reflect the time of the Civil War and Reconstruction Era. Examples: "Emancipation Proclamation"; Lincoln's "Gettysburg Address"; 13th, 14th, and 15th Amendments to the Constitution; Red Cloud's "Indian Rights" speech
	27. Analyze the movement of people to the West from 1860 to 1877. - Transportation - Communication system - Indian wars - Homestead Act of 1862
	28. Examine American culture during the Civil War and Reconstruction Era. - Arts and humanities - Religion - Ethnic and racial relationships - Family and social life

Ninth Grade
Alabama History and Geography:
1900 to the Present

Alabama History and Geography: 1900 to the Present focuses on critical issues and events in the history of Alabama during the twentieth century. In this required one-semester course (Appendix D), content includes those individuals, issues, and events in government, economics, and society that have been significant in the development of the state. A study of the natural environment and its relationship to life in Alabama is a part of this course. In addition, Alabama's role in the nation and the world is emphasized. The following topics indicate both chronology and content for study in the ninth grade.

- Constitution of 1901 to The Great Depression
- The Great Depression Through World War II
- Conflict and Change in Modern Alabama: 1945 to the Present

Students are expected to participate in the collection and evaluation of information as they study and analyze issues in Alabama History and Geography: 1900 to the Present. The textbook needs to be supplemented with information from various sources, including primary sources available in the state. Maps, charts, and databases are sources of information that should be used. However, the collection and retention of factual information do not meet the requirements of this course. Students are expected to analyze issues and events through classroom discussions, research projects, and extensive writing activities. Throughout the study of Alabama history, students apply the fundamental themes of geography to the development of Alabama during the twentieth century (Appendix B).

Alabama in the twentieth century has experienced much change. It is the purpose of instruction in this course to lead students to identify and analyze the issues associated with that change. What do these changes mean to Alabamians? How have the daily lives of Alabamians

Content includes those individuals, issues, and events in government, economics, and society that have been significant in the development of Alabama. ❦

been affected by these changes? What is the relationship between the natural environment and economic development in Alabama? How is the economy of Alabama interdependent with the national and global economies? How does change affect ways that Alabamians prepare young people for the world of work?

Politically, socially, and culturally, the Alabama of the late twentieth century is almost unrecognizable as the state at the beginning of the century. A century that began with the disenfranchisement of most citizens in the state has witnessed nothing short of a revolution in the area of political democracy. Similarly, accompanying radical change has occurred in the social and cultural structure of the state. Questions such as the following are to be addressed. What are the changes in Alabama's relationship to the nation? How has change affected the daily life of Alabamians? What values and ethical standards that Alabamians cherish reflect this change? These and other vital questions are essential in the development of this course content.

Students need to acquire skills used for collecting and analyzing information necessary for the study of history and geography. In particular, the reading and comprehension of graphic materials, the reading and comprehension of the textbook, and the writing of expository pieces are essential. Students need to complete at least one writing assignment for each unit of content. Finally, practicing participatory democracy enhances the development of the concept of a democratic ideal and citizenship studied as part of content.

Constitution of 1901 to The Great Depression

Politically, socially, and culturally, the Alabama of the late twentieth century is almost unrecognizable as the state at the beginning of the century. ❦

The Constitution of 1901, to a large degree, set the tone of Alabama history for the century. Over most of this century, one small politically powerful segment of society denied political rights to other segments of society, including Blacks, all women, and poor white males. A thoughtful study and a critique of the basic content of the Constitution are essential for the study of Alabama history. Students also study the part Alabamians played in World War I and the effect the war had on the state. Attention is given to the changing economic conditions during this era, including the first clear cutting of forests in the southern part of the state, the practice of sharecropping in all parts of the state, the use of convict labor by the coal industry in and around Jefferson County, the poverty in the Tennessee Valley region, and the use and abuse of child and women labor in the factories. Students become familiar with individuals who played a significant role in the development of Alabama. Finally, students develop a detailed knowledge of the physical environment of Alabama and apply that knowledge to their comprehensive study of twentieth-century Alabama history and geography.

The Great Depression Through World War II

While poverty was a regular part of life in Alabama before the 1930s, the Great Depression brought a new dimension to the economic conditions of many Alabamians. By the end of the 1930s, per capita income in Alabama was barely 40 percent of the national average. The study of poverty and the impact of the Depression on Alabama, the impact of federal relief programs, and the establishment of the Tennessee Valley Authority are vital topics. World War II was a time of change for Alabama. The part Alabamians played in this war is important. Also, the impact of the war on the state is reflected in the increased role of women in the workplace and the greatly increased migration of Blacks to northern industrial centers. Students become familiar with individuals who played a significant role in the development of Alabama during this time.

Conflict and Change in Modern Alabama: 1945 to the Present

Post-World War II is a time of change in Alabama. In a span of 50 years, the wealth of people in the state has grown tremendously; the state has moved from an agrarian to the edge of an information-age economy; and there have been both a social and a political revolution. Students benefit from studying and analyzing Alabama society during this era both as a microcosm of the nation and as a leader in change. Important topics for study are the Civil Rights Movement and economic expansion. Students become familiar with major personalities of the time as well as grow in understanding of the everyday lives of individuals from different segments of Alabama society. Key issues are the cause and the effect of the changes in the social, economic, and political life of the state. As students reflect on the course of Alabama history, it is important that they consider their role as citizens of this state. ❦

The study of poverty and the impact of the Depression on Alabama, the impact of federal relief programs, and the establishment of the Tennessee Valley Authority are vital topics. ❦

NINTH GRADE

ALABAMA HISTORY AND GEOGRAPHY: 1900 TO THE PRESENT

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.	Students will
MAP AND GLOBE SKILLS	1. Extend the development of map and globe skills.

- Symbols: Evaluate different types of maps.
  Examples: demographic, political, economic, physical relief
- Symbols: Exhibit sufficient map skills to be able to create a map of Alabama based on personal criteria and interest.
- Symbols: Become acquainted with surveying.

- Location: Demonstrate an understanding of relative location on a globe.
  Examples: climate, population density, income
- Location: Be able to construct maps depicting the consequences of human modification of the environment.
  Examples: construction of dams and roads, urbanization over time

- Direction: Demonstrate skill in using a road map to plan travel.
  Examples: from home city to a major city, from Alabama to a northwestern state
- Direction: Be able to give directions using absolute and relative terms.

- Scale: Compare the usefulness of various types of scales used in mapping.
  Examples: fractional, graphic, verbal

NINTH GRADE

ALABAMA HISTORY AND GEOGRAPHY: 1900 TO THE PRESENT

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Charts - Graphs - Maps - Globes - Multilevel time lines • Alabama • United States • World - Photographs
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

NINTH GRADE

ALABAMA HISTORY AND GEOGRAPHY: 1900 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
	Students will
CONSTITUTION OF 1901 TO THE GREAT DEPRESSION	4. Describe the natural environment of Alabama. - Land forms - Regions - Climate - Waterways - Natural resources
	5. Compare the Alabama Constitution of 1901 with the United States Constitution. - Governmental organization - Civil liberties
	6. Analyze the impact the Constitution of 1901 had on democratic principles. - Politics - Economics - Society Example: comparison of the number of persons empowered to vote in 1910 to the number empowered to vote in 1890
	7. Compare the roles of agriculture and industry in the economy of various places in Alabama during the early 1900s. - Birmingham - Black Belt - Tennessee Valley - Mobile - Wiregrass - Piney Woods
	8. Describe the relationship of the natural environment to individual lifestyles and the economy. - Climate - Soil - Weather - Minerals

NINTH GRADE

ALABAMA HISTORY AND GEOGRAPHY: 1900 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
	Students will
CONSTITUTION OF 1901 TO THE GREAT DEPRESSION (continued)	9. Trace the impact of World War I on Alabama. - Participation in World War I - Black migration to northern cities - Economy of the state
	10. Describe Alabama's culture from 1901 through the 1930s.
THE GREAT DEPRESSION THROUGH WORLD WAR II	11. Describe racial segregation as it was practiced in Alabama during the era of The Great Depression Through World War II. - Politics - Economics - Society
	12. Compare the effects of the Great Depression on Alabama and the nation. - Life of the people and the economy - Role of state and federal governments
	13. Describe the effects of New Deal programs on Alabama. - Works Projects Administration (WPA) - Civilian Conservation Corps (CCC) - Tennessee Valley Authority (TVA)
	14. Describe the impact of World War II on Alabama. - Military - Economics - Society
	15. Explain Alabama's culture from the Depression through World War II.

NINTH GRADE

ALABAMA HISTORY AND GEOGRAPHY: 1900 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
	Students will
THE GREAT DEPRESSION THROUGH WORLD WAR II (continued)	16. Analyze the importance of significant writings by reading excerpts that reflect the era of the Depression through World War II.
CONFLICT AND CHANGE IN MODERN ALABAMA: 1945 TO THE PRESENT	17. Describe the effects of population demographics and industrialization on the environment.
	18. Describe Alabama's economic development. - Continuing migration from rural to urban areas - Growth of industry - Reverse migration of Blacks to Alabama in the 1970s and 1980s - Movement from an agrarian and industrial age to an information age
	19. Explain the Populist political movement (1940s and 1950s) in Alabama.
	20. Summarize the Civil Rights Movement in Alabama. - Events • Montgomery Bus Boycott • Freedom riders • Birmingham 1950s-1960s • Selma-to-Montgomery March • White resistance - Impact • United States Supreme Court decisions • Federal and state laws • Social environment - Personalities • Albert Boutwell • Father Bryan • Martin Luther King, Jr. • Rosa Parks • George C. Wallace

NINTH GRADE

ALABAMA HISTORY AND GEOGRAPHY: 1900 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
	Students will
CONFLICT AND CHANGE IN MODERN ALABAMA: 1945 TO THE PRESENT (continued)	21. Assess the impact of the Wallace Era on life in Alabama. - Industrial development - Race relations - Education • Development of junior colleges - Transportation • Highway construction - Judicial Reform
	22. Evaluate the impact of state government on life in Alabama from 1945 to the present. - Economics - Society - Education
	23. Describe the role of state and local governments in Alabama. - Budgeting process • Knight v. State of Alabama - Regulatory agencies
	24. Describe distinguishing features of Alabama's culture from 1945 to the present. - Arts and humanities - Popular culture - Religion - Family and social life - Ethnic and race relations
	25. Discuss Alabama's involvement in world and national affairs. - Economics - Military - Culture - Politics Examples: John Sparkman, Lister Hill

TOPICS	STUDENT OUTCOMES
	Students will
CONFLICT AND CHANGE IN MODERN ALABAMA: 1945 TO THE PRESENT (continued)	26. Analyze the significance of excerpts from writings associated with major events from 1945 to the present. Examples: Martin Luther King's "Letter from the Birmingham Jail," George C. Wallace's first inaugural address: "Segregation Now—Segregation Forever"

Ninth Grade—Elective
Anthropology

Anthropology is a one-semester, ninth-grade elective course (Appendix D). This course is an introduction to the study of human development from a cultural and biological perspective. The study of anthropology allows students to analyze human behavior from the biological past as well as the social and cultural present. The following topics are included for study in this course.

- Cultural Anthropology
- Physical Anthropology
- Linguistics
- Archaeology

In studying Anthropology, questions such as these are addressed. What resources can provide information about past societies? How have humans adjusted to their environment in various places and times? How does the language of the people reflect the level of development, beliefs, and social mores? What are some of the uses and potential abuses of anthropology?

The relationship between history and geography to anthropological studies is obvious. Events over time and the physical and human environment are integrally tied to each element of anthropology.

Cultural Anthropology

Cultural anthropology is an examination of traditional behavior of humans in a social context. This includes the patterned systematic behavior of groups ranging from technologically simple peoples without their own system of writing to segments of urban populations.

Physical Anthropology

Physical anthropology is a study of the evolution of the biological foundations of cultural behavior. Students analyze the morphology and behavior of genetic variation among human populations and human physical adaptation to the environment.

> *Events over time and the physical and human environment are integrally tied to each element of anthropology.* ❦

Linguistics

Linguistics is a concentration on language as the basis of culture. The origin, distribution, and comparative grammar of languages are part of linguistic concerns. Other aspects of language, such as the development of writing, kinetics, and play, are also studied.

Archaeology

Archaeology is the study of past cultures through analysis and reconstruction of cultural remains. Students work with material from living societies and begin to move between contemporary social data and the culture of past societies. Climatology, geology, and paleontology contribute to archaeological analysis.

In Anthropology, students enhance skills needed for collecting and analyzing information. In particular, the reading, comprehension, and analysis of graphic materials; the reading and comprehension of the textbook and other related materials; and the writing of expository pieces are essential. It is appropriate and important for students to complete at least one writing assignment for each unit of content. ❦

> *In Anthropology, students acquire and enhance skills needed for collecting and analyzing information.* ❦

NINTH GRADE
ELECTIVE
ANTHROPOLOGY

TOPICS	STUDENT OUTCOMES
CULTURAL ANTHROPOLOGY, PHYSICAL ANTHROPOLOGY, LINGUISTICS, AND ARCHAEOLOGY	Students will 1. Define the scope of anthropology with emphasis on the four subfields. - Cultural anthropology - Physical anthropology - Linguistics - Archaeology 2. Describe the anthropological concept of "culture." 3. Examine various aspects of biology and behavior as adaptive means. Example: non-human primate—social organization, food attainment, aggression, communication systems 4. Explain issues in uniformity and diversity in language. Examples: language capacity in humans versus animals, sociolinguistic variations with ethnicity and poverty, male versus female language 5. Discuss significant means of sociocultural adaptation using a cross-cultural perspective. - Kinship and descent - Marriage as alliance - Political organization: social order and disorder - Comparative economic systems - Religious and ritual behavior

NINTH GRADE
ELECTIVE
ANTHROPOLOGY

TOPICS	STUDENT OUTCOMES
	Students will
CULTURAL ANTHROPOLOGY, PHYSICAL ANTHROPOLOGY, LINGUISTICS, AND ARCHAEOLOGY (continued)	6. Analyze the scope of New World archaeology. - Cultural resource management - Excavation of classic Indian ruins Examples: Mayan, Incan, Aztecan - Southeastern archaeological techniques versus Southwestern archaeological techniques - Site looting and social responsibility
	7. Evaluate various issues in anthropology and contemporary society. Examples: uses and abuses of anthropology, ethics, applied anthropology
	8. Use social studies skills and tools in the study of anthropology. - Map and globe skills - Graphic organizers - Reference skills

Ninth Grade—Elective
Consumer Economics

Consumer economics is a one-semester elective course designed to acquaint students with practical information about their roles as consumers (Appendix D). Students learn to evaluate the various purchasing options they will have as consumers. In particular, the course acquaints students with strategies for purchasing all types of consumer products, with banking and credit options, and with interpretation of advertising. Students are required to demonstrate the ability to organize a personal budget, to use banking procedures, and to complete tax forms. In addition, basic economic theory is taught and related to practical consumer economics. The following topics are to be explored in this course.

- The Consumer in the Market Place
- Personal Money Management
- Legal Rights of Consumers
- Impact of Government Policy on Consumers

The Consumer in the Market Place

The foundation for the study of consumer economics is defining the role of the consumer in the market place. This study examines the role of the consumer and the impact of certain consumer practices on the economy. A brief discussion of the basic elements of economic theory and their impact on the consumer is included.

Personal Money Management

Since consumer economics is a practical course, an essential aspect of the course is the study, analysis, and application of money-management practices. Simple study of money management is not sufficient to meet the requirements of this unit. Students develop a sample budget that is based on realistic expectations of income and expenses. Another practical aspect is the study of banking and credit. Students participate in activities that require them to gain first-hand knowledge of banking that ranges from writing checks and balancing a check book to analyzing credit and savings.

> *The foundation for the study of consumer economics is defining the role of the consumer in the market place.* ❦

Legal Rights of Consumers

To be well-informed consumers, students gain some knowledge of the legal rights and responsibilities of consumers. Students learn that, as consumers, there are certain laws that protect them from unfair credit practices, false advertising, and inferior products. However, students also become aware of the legal responsibilities of an individual who signs a credit agreement, opens a checking account, or enters into binding consumer relations. Finally, students gain knowledge of agencies that provide recourse to those who experience unfair consumer practices.

Impact of Government Policy on Consumers

Contemporary economic activity and policy are greatly influenced by government policy. Students study and analyze the impact of government regulations on consumers, including pricing, availability of certain products, and environmental concerns. Their study needs to be a practical exercise related to taxes. All students practice completing federal and state income tax forms accurately.

Students acquire skills needed for collecting and analyzing information important to the study of Consumer Economics. In particular, the reading and comprehension of graphic materials, the reading and comprehension of the textbook, and the writing of expository pieces are essential. Students complete at least one writing assignment for each unit of content. Finally, practicing social participation skills enhances the development of democratic ideals and citizenship studied as part of content. ❦

> *To be well-informed consumers, students gain some knowledge of the legal rights and responsibilities of consumers.* ❦

NINTH GRADE
ELECTIVE
CONSUMER ECONOMICS

TOPICS	STUDENT OUTCOMES
	Students will
THE CONSUMER IN THE MARKET PLACE	1. Define the role of the consumer in the market place. - Consumer - Citizen - Worker
	2. Analyze the impact of the consumer in the market place.
	3. Describe the basic concepts of economics as they apply to consumers. - Scarcity - Supply and demand - Opportunity costs and trade-offs
PERSONAL MONEY MANAGEMENT	4. Apply principles of money management to the preparation of a personal budget. - Housing - Transportation - Food - Clothing - Health - Savings and investments
	5. Identify various financial institutions and the services they provide. - Savings • Commercial banks • Savings and loans • Credit unions - Checking • Checking accounts • Federal savings banks • Credit unions - Loans • Commercial banks • Savings and loans • Credit unions

NINTH GRADE

ELECTIVE
CONSUMER ECONOMICS

TOPICS	STUDENT OUTCOMES
	Students will
LEGAL RIGHTS OF CONSUMERS	6. Analyze types of credit. - Credit cards - Bank loans - Credit advertisements
	7. Apply knowledge of personal money management to purchasing. - Advertisements - Pricing - Comparative shopping
	8. Analyze different laws protecting the consumer. - Consumer Credit Protection Act (Truth-in-Lending) - Fair Credit Billing Act - Equal Credit Opportunity Act - Automobile Information Disclosure Act - Fair Credit Reporting Act - Fair Debt Collection Practices Act - Electronic Fund Transfer Act
	9. Describe avenues of recourse for violation of consumer rights. - Consumer Protection Agency - Federal Deposit Insurance Corporation (FDIC)

NINTH GRADE
ELECTIVE
CONSUMER ECONOMICS

TOPICS	STUDENT OUTCOMES
	Students will
IMPACT OF GOVERNMENT POLICY ON CONSUMERS	10. Explain the role of the Federal Reserve System on consumer credit. - Open market operations - Discount rates - Reserve requirements
	11. Describe the impact of government regulations on the cost of living. - Food cost - Car insurance - Minimum wage - Environmental concerns
	12. Explain the impact of monetary policy on social security, income taxes, and sales taxes.
	13. Apply knowledge of tax requirements. - Federal income tax forms - State income tax forms
	14. Interpret economic data that are applicable to consumer economics.

Ninth Grade—Elective
Contemporary World Issues

Contemporary World Issues is an elective, one-semester course designed to acquaint students with current events of state, national, and international interest (Appendix D). Students acquire knowledge of key personalities and events. Due to the rather fluid nature of such a course, the content needs to be organized around regular daily and weekly news sources. As students study news events, they acquire as much historical and geographical background as possible; however, the course is not a comprehensive study of world issues from a historical or geographical perspective. It is a study of world issues as they occur.

Students acquire skills needed for collecting and analyzing information necessary for the study of world issues through the use of weekly periodicals, newspapers, and television. Students also read and analyze editorials and comments on issues. The reading and comprehension of graphic materials, the reading and comprehension of media text, and the writing of expository pieces are necessary elements of the instructional strategies for this course. Social participation enhances the development of democratic ideals and citizenship studied as part of content.

Analysis of current events, as opposed to simple recounting, requires students to answer such questions as these. What recurrent historical patterns may be noted in particular regions of the world? What patterns may be seen among events around the world today? How do government and economics relate to events in certain nations or around the world? What implications do these events have for the United States, for Alabama, for an individual?

Activities in this course encourage students to investigate issues by looking beyond the presentation given in the media. Students work with journalists, conduct interviews, develop surveys, and write to political figures for view points and comments. Such responses enable them to apply the social studies habits of the mind and to develop their own library of primary sources.

> *Students acquire skills needed for collecting and analyzing information necessary for the study of world issues through the use of weekly periodicals, newspapers, and television.*

NINTH GRADE

ELECTIVE

CONTEMPORARY WORLD ISSUES

TOPICS	STUDENT OUTCOMES
CURRENT EVENTS	Students will 1. Describe current news stories from various perspectives. - Historical - Geographical - Political - Social - Cultural 2. Compare present world situations with related past events. 3. Analyze news stories and their implications for nations and individuals. 4. Project the impact of current world events on the United States, Alabama, and individuals. 5. Use social studies skills and tools in the study of contemporary world issues.

Ninth Grade—Elective World Geography

World Geography is a ninth-grade, one-semester elective that focuses on the relationship between the physical environment and the human environment (Appendix D). This course is developed thematically using the fundamental themes of geography: Location, Place, Relationships within Places, Movement, and Regions (Appendix B). Within the context of geography, students study the contemporary political, economic, cultural, and international relations of each region and of the countries within regions. The content for study of world geography is based upon these regions and/or countries: Latin America; the United States and Canada; Europe; Africa; the Middle East; Asia; and the Pacific World, Australia, and Antarctica.

This course helps students discern the global patterns of physical and cultural characteristics such as earth-sun relationships, atmospheric and oceanic circulation, landforms, climate, population, transportation, communication, economic linkages, and cultural diffusion. Students study the fundamental geographic themes applicable to selected regions and the relationships between regions. As these themes are applied, students are to research these questions. What is the nature of the physical environment? What is the nature of the human environment? What are the effects of the interaction between the physical and human environment? How does one region compare to others in the world?

The study of regions in this manner provides students with a context for their study of World Geography and with a greater understanding of the relationship between humans and the natural environment. In addition, students gain some understanding of the problems and issues that face humans and of the various ways that humans are attempting to solve the problems and confront the issues.

Each unit in World Geography has two basic areas of study: the physical environment and the human environment. This allows students to compare various regions of the world from a similar perspective.

> *Within the context of geography, students study the contemporary political, economic, cultural, and international relations of each region and of the countries within regions.*

Physical Environment

This study includes all aspects of the physical environment such as land formations and water resources, climate, and environmental concerns. The skillful use of maps, globes, charts, and graphs is essential. New technological methods of mapping, such as satellite imaging, are also appropriate. Students are expected to become knowledgeable of place and location of the various regions.

Human Environment

This area includes a study of demographics, a review of the political and social structure of a region, and a careful analysis of the human impact on the natural environment. Students use maps, globes, charts, graphs, and databases proficiently to research and analyze the human environment. Included in this study is the linking of information from the study of the physical environment to ideas and knowledge about the human environment. The summation of study for any given region is the comparison of the region with other regions and countries included in the course.

The study of World Geography as a comparative analysis of regions establishes the foundation for detailed study of world history and geography as well as American history and geography. World Geography also provides students with a solid foundation of knowledge about life on earth at the present time.

Students enhance skills appropriate and necessary for study during their experience in World Geography. These skills are reading and analyzing text-based information and graphic materials that include several kinds of maps such as physical-relief, political, demographic, and other special information maps. In addition, students read and analyze charts and graphs. Students develop expository writing skills through regular writing assignments. ❦

> *World Geography provides students with a solid foundation of knowledge about life on earth at the present time.* ❦

NINTH GRADE

ELECTIVE

WORLD GEOGRAPHY

LATIN AMERICA; THE UNITED STATES AND CANADA; EUROPE; AFRICA; THE MIDDLE EAST; ASIA; AND THE PACIFIC WORLD, AUSTRALIA, AND ANTARCTICA

TOPICS	STUDENT OUTCOMES
	Students will
PHYSICAL ENVIRONMENT	1. Describe the physical environment in a country or a region. - Landforms - Vegetation - Climate - Soil 2. Describe the effects of human interaction with the environment. - Positive - Negative 3. Demonstrate proficiency in the use of geographic and reference sources while discussing the physical characteristics of a country or a region. - Charts and graphs - Maps Examples: physical relief, climate, other physical features - Globes 4. Compare each country or region with the other countries or regions. - Human characteristics - Physical characteristics - Unique human and physical problems

NINTH GRADE

ELECTIVE

WORLD GEOGRAPHY

LATIN AMERICA; THE UNITED STATES AND CANADA; EUROPE, AFRICA; THE MIDDLE EAST; ASIA; AND THE PACIFIC WORLD, AUSTRALIA, AND ANTARCTICA

TOPICS	STUDENT OUTCOMES
	Students will
HUMAN ENVIRONMENT	5. Describe the demographic characteristics of a country or a region. - Population • Density • Distribution • Age groups - Ethnic groups - Languages - Religions
	6. Analyze the economic systems in a country or a region. - Types of systems - Per capita income of the countries - Distribution of wealth - Human alteration of physical environment
	7. Evaluate the political system in a country or a region. - Types of government - Degree of individual freedom
	8. Demonstrate proficiency in the use of geographic and reference sources to analyze population characteristics of a country or a region. - Charts and graphs • Birth rate • Death rate • Growth • Migration - Maps - Globes - Photographs

Tenth Grade
Modern World History and Geography: 1789 to the Present

Modern World History and Geography: 1789 to the Present is the concluding yearlong study in the sequence of world history for students in Alabama's schools. This course is required for students seeking the advanced diploma (Appendix D). Instruction in this course builds on the knowledge and skills that students have acquired in their previous studies in history and geography. The course is organized chronologically with content topics that focus on critical issues in history during recent times. Students study and analyze global issues regarding politics, economics, society, and the environment. The following topics of study are included in Modern World History: 1789 to the Present.

- The Age of Political and Economic Revolution: 1789-1870s
- The Rise of Nationalism: 1870s-1918
- The Rise of Dictatorships: 1919-1945
- Post World War II: 1946-1975
- The Age of Interdependence: 1976 to the Present

The analysis of issues requires that students participate actively in the collection and evaluation of information in their study. It is necessary for students to collect and read information from various textual sources; to take notes, when appropriate, on information sources beyond the textbook; and to use maps, charts, graphs, and databases as sources of information. Study in Modern World History and Geography also includes the reading and analysis of excerpts from various works of literature and documents that illustrate the time and place of each era. The mere collection and retention of information are not adequate to meet the requirements of this course. Students discuss, debate, and write extensively about issues. Across the breadth of this course, the fundamental themes of geography are applied (Appendix B).

> *The mere collection and retention of information are not adequate to meet the requirements of this course. Students discuss, debate, and write extensively about issues.* ❦

Life on earth has experienced many changes in recent times. World population has tripled in the last 100 years and continues to grow. Technology has provided a higher standard of living for many people, yet large parts of the world's population live in hopeless poverty. Technology has also allowed many nations to develop and obtain weapons of mass destruction that threaten not only peaceful coexistence but also the survival of human beings. People have recently witnessed the apparent collapse of the economic and political forces of communism. Finally, worldwide attention has become focused on the environment and the impact of deforestation, pollution, the depletion of natural resources, and other environmental problems. These and other issues and problems provide important topics to discuss and analyze in world history and geography classes.

The relationship among nations is the traditional core of modern world history classes. In the modern world, international relations is complex with many interrelated factors. As the size of the earth has shrunk via technology, many events have broad, planet-wide implications. In the modern world, the earth is literally a neighborhood; and the many peoples and cultures that inhabit it are neighbors. Throughout the study of Modern World History and Geography: 1789 to the Present, emphasis is placed on the movement toward global interdependence over time. As students progress chronologically and spatially in their study of world history and geography, they explore answers to important questions. How have current attitudes, values, and ideas developed? What have been the consequences of recent and current attitudes and values? Which individuals have played significant parts in recent history? What roles have they played in shaping history? What is daily life like in various parts of the world?

The Age of Political and Economic Revolution: 1789-1870s

Political and economic changes during the period 1789 to the 1870s established the foundation for the modern world. Students study and analyze the major political revolutions of this era and determine the success or failure of each. Also important is the study of the worldwide agricultural and industrial revolutions as well as the impact that technology had on agricultural productivity and industrial development. Additionally, students analyze the significant economic theories that developed during this era.

Political and economic changes during the period 1789 to the 1870s established the foundation for the modern world. ❦

The Rise of Nationalism: 1870s-1918

The forces of nationalism and imperialism came to the forefront of world history during the late nineteenth century. Students study the positive and negative aspects of nationalism, including Social Darwinism, racism, militarism, the need for a secure nation, political democracy, and social decency. As a companion to the study of nationalism, a careful study of imperialism includes the impact on the peoples of Africa, India, China, Japan, and Latin America. Students become aware that the initial rise of nationalist and imperialist forces on the world scene led to World War I. They study the causes of the war, the war itself, and the failed attempt at establishing a lasting peace. A careful analysis of the Bolshevik Revolution in Russia is included in the study of this era.

The Rise of Dictatorships: 1919-1945

Rather than being the war to end all wars, World War I simply laid the foundation for years of repression and violence on the world scene. The years following the war saw the rise of Soviet Communism, German Nazism, Italian and Spanish Fascism, Japanese Militarism, and the collapse of the world economy. All of these topics and the underlying causes compose this period. Students become knowledgeable of the levels of state terror within the Soviet Union and Germany. They also analyze the use of racism in the form of anti-Semitism in Germany and the concept of racial superiority in establishing the Nazi government. World War II is studied in some detail, including the major events, leaders, and the impact on world populations. An essential topic of this study is the role of technology in the war including, but not limited to, the development of nuclear weapons. Students analyze Soviet expansion into Eastern Europe and parts of Asia at the end of the war.

Post World War II: 1946-1975

The end of World War II brought the United States and the Soviet Union to the forefront of world events. During the years after the war, these two nations and their allies confronted each other on the world scene in the Cold War. Students study in detail the Cold War era, beginning with the policy of containment and proceeding to the significant events of the era.

> *Rather than being the war to end all wars, World War I simply laid the foundation for years of repression and violence on the world scene.*

However, students also study other significant occurrences including the end of colonialism in Africa and Asia, the rise of communism in China, and the expanding world population. Knowledge of the role of scientific and technological development is essential. Finally, students study the growing environmental problems that become more and more evident during this era.

The Age of Interdependence: 1976 to the Present

The post-Cold War world is one of global interdependence. During the study of this era, students draw on a knowledge of the world gained from previous courses to analyze the emergence of Japan and Germany as economic powers, the development of economic forces of other European and Asian countries, the continued poverty of much of Africa and Latin America, and the importance of the oil producing nations of the Middle East. Students also study the evolving forces of democracy and capitalism in Eastern Europe and the former Soviet Union as well as the development of the European Economic Community as a political and economic force. The study of world demographics and of the impact of continued population growth on the environment, economic development, and world politics is essential. Knowledge of the role of scientific and technological development is also important. The significant environmental damage caused by industrial practices in the old Soviet Bloc needs to be considered carefully. ❦

> *The study of world demographics and of the impact of continued population growth on the environment, economic development, and world politics is essential.* ❦

TENTH GRADE

MODERN WORLD HISTORY AND GEOGRAPHY: 1789 TO THE PRESENT

STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.

Students will

MAP AND GLOBE SKILLS

1. Extend the development of map and globe skills.

   - Symbols: Be able to use different types of map projections.
     - Robinson
     - Mercator
     - Goode
     - Polar

   - Location: Apply map and globe skills in defining and identifying various regions of the world.

     Examples: locating famine regions on maps, locating parts of the world in which wars are occurring, charting on a map major trade relationships in the world today, mapping the princely states in British India and describing how the British ruled them, mapping the nations and places conquered by the Nazis, identifying and locating the Axis and Allied nations in World War II, identifying and mapping the major national economic producers and significant economic alliances.

   - Direction: Be able to use maps and globes to describe directions.

   - Scale: Be able to develop a scale and means of measuring distance.

TENTH GRADE

MODERN WORLD HISTORY AND GEOGRAPHY: 1789 TO THE PRESENT

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Charts - Graphs - Maps • Demographic maps • Historical maps • Physical characteristics maps • Political maps • Economic maps - Multilevel time lines • United States • World - Photographs
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

TENTH GRADE

MODERN WORLD HISTORY AND GEOGRAPHY: 1789 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
	Students will
THE AGE OF POLITICAL AND ECONOMIC REVOLUTION: 1789-1870S	4. Evaluate the Agricultural and Industrial Revolutions that occurred from 1789 through the 1870s. - Increased agricultural production - Rise of factory system - New inventions - Economic theory Examples: *Wealth of Nations* by Adam Smith; *Communist Manifesto* by Karl Marx; *Essay on Population* by Thomas Malthus
	5. Analyze revolutions that occurred from 1789 to 1848. - French - German - Latin American
	6. Describe the impact of the Industrial Revolution on life between 1789 and 1870. - Society - Politics - Economics
THE RISE OF NATIONALISM: 1870S-1918	7. Analyze the rise of nationalism and the competition of nations as a threat to world peace. - Europe • Italy • Germany - Africa - Asia - Latin America
	8. Describe the conflict between labor and management as a result of industrialization and laissez-faire capitalism.

TENTH GRADE

MODERN WORLD HISTORY AND GEOGRAPHY: 1789 TO THE PRESENT

TOPICS	STUDENT OUTCOMES

THE RISE OF NATIONALISM: 1870S-1918 (continued)

Students will

9. Analyze the role of government in economic activities in various nations.

10. Discuss the effect of increased air and water pollution and the depletion of natural resources in Africa, North America, Asia, and Europe.

11. Evaluate the effect of the migration of people on cultural conflict.

12. Describe the interaction of different cultures in the world through the development of imperialism.
    - Asia
    - Africa
    - Latin America

13. Analyze distinguishing aspects of World War I.
    - Causes
    - Wartime leaders/key personalities
    - Campaigns
    - Battles
    - Human suffering
        - Civilian
        - Military
    - Human and military resources
    - Outcome
        - Bolshevik Revolution in Russia

14. Analyze significant philosophies during the era of the Rise of Nationalism from the 1870s to 1918.

    Examples: Benjamin Disraeli's speeches,
    Theodore Roosevelt's speeches,
    Vladimir Ilyich Lenin's speeches

TENTH GRADE

MODERN WORLD HISTORY AND GEOGRAPHY: 1789 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
THE RISE OF NATIONALISM: 1870S-1918 (continued)	Students will 15. Describe the nature of world cultures during the era of The Rise of Nationalism. - Literature - Art - Music - Religion - Contemporary culture - Science
THE RISE OF DICTATORSHIPS: 1919-1945	16. Describe the disillusionment of Western societies following World War I. - Politics - Society - Culture - Economics 17. Analyze the growth of dictatorships in the world. - Soviet Union - Germany - Italy - Japan - Spain 18. Describe the events leading to World War II. - The political situation in Europe - Territorial aggression by Germany and Italy - Japanese expansion in the Far East 19. Assess the worldwide economic situation from 1919 to 1945. - The Great Depression - Rise of total socialism in the Union of Soviet Socialist Republics (U.S.S.R.)

TENTH GRADE

MODERN WORLD HISTORY AND GEOGRAPHY: 1789 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
	Students will
THE RISE OF DICTATORSHIPS: 1919-1945 (continued)	20. Discuss the impact of geopolitical alliances and their impact on the world from 1919 to 1945. - The League of Nations - The Axis Power - The Allied Powers - The United Nations
	21. Analyze major features of World War II. - Causes - Wartime leaders/key personalities - European Theater - Pacific Theater - Campaigns - Battles - Human suffering • Civilian • Military - Human and military resources - Economic burden - Outcome
	22. Examine the effect of both human and natural events on the environment from 1919 to 1945. Examples: world wars, drought
	23. Compare racial and ethnic relationships among the world's peoples from 1919 to 1945.
	24. Assess the evolution of technological innovations between 1919 and 1945. - Cultural life - Industrialization - Politics - Environment - Warfare

TENTH GRADE

MODERN WORLD HISTORY AND GEOGRAPHY: 1789 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
	Students will
THE RISE OF DICTATORSHIPS: 1919-1945 (continued)	25. Describe the nature of various cultures between 1919 and 1945. - Literature - Art - Music - Popular culture
	26. Describe the significance of excerpts from selected writings associated with major political leaders between 1919 and 1945. Examples: Winston Churchill's speeches, Mahatma Gandhi's speeches
POST WORLD WAR II: 1946-1975	27. Discuss the changes in world politics involving western-style democracy, communism, and colonialism. - Europe - Southeast Asia - Africa - Latin America
	28. Analyze changes in the post-war world economy. - Implementation of the Marshall Plan - Growth of democratic socialism and totalitarian socialism - Capitalist revival of West Germany and Japan - Formation of new organizations concerned with problems of economic development and growth

TENTH GRADE

MODERN WORLD HISTORY AND GEOGRAPHY: 1789 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
POST WORLD WAR II: 1946-1975 (continued)	Students will 29. Examine the effects of changing world demographics and the consequent needs of the world population. - Oil and minerals - Forest land - Agricultural land use - Air and water - World competition for limited resources - Environmental problems 30. Describe the global effects of international tensions during the Cold War. - Truman Doctrine - Berlin Airlift - Korean Police Action - Soviet intervention in Eastern Europe (1950s) - Berlin Wall - Cuban Missile Crisis - Vietnam - Middle East tensions 31. Examine the impact of organizations on the world community. - The United Nations - The Warsaw Pact - The North Atlantic Treaty Organization (NATO) - The European Economic Community (EEC) - The Regional Agreements • Organization of American States (OAS) • Southeast Asia Treaty Organization (SEATO) • Organization of Petroleum Exporting Countries (OPEC)

TENTH GRADE
MODERN WORLD HISTORY AND GEOGRAPHY: 1789 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
	Students will
POST WORLD WAR II: 1946-1975 (continued)	32. Examine technological advances and their effect on the world community - Communication - Transportation - Nuclear developments Examples: weapons, power - Medicine - Food production
	33. Analyze the importance of significant political speeches associated with the Post World War II era. Examples: Churchill's "Iron Curtain" speech, Khrushchev's "We Shall Bury You" speech
	34. Describe the nature of various cultures throughout the world between 1946 and 1975. - Literature - Art - Music - Religion
THE AGE OF INTERDEPENDENCE: 1976 TO THE PRESENT	35. Analyze the moral and ethical differences between dictatorial (authoritarian) and democratic governments. - Human rights - Industrial practices
	36. Examine the changing nature of capitalism and socialism.
	37. Analyze the impact of multireligious and multiethnic groups on world affairs.

TENTH GRADE

MODERN WORLD HISTORY AND GEOGRAPHY: 1789 TO THE PRESENT

TOPICS	STUDENT OUTCOMES
	Students will
THE AGE OF INTERDEPENDENCE: 1976 TO THE PRESENT (continued)	38. Evaluate the impact of continuing population growth on the world. - Pollution - Health - Food production
	39. Analyze the significance of excerpts from writings associated with major events from 1976 to the present. - Camp David Accords - German Unification Treaty
	40. Describe the nature of world cultures from 1976 to the present. - Literature - Art - Music - Contemporary culture - Religion
	41. Analyze the new international economic order. - End of fixed exchange rates - Multi-national corporations - Asian influence on the Western world - Generation and international transfer of technology - Myth of free trade - Development of European Economic Community
	42. Analyze the changing political systems of the world in the late twentieth century. - Unification of Germany - Disintegration of the U.S.S.R. - Collapse of communism and rise of nationalism in Central and Eastern Europe

Eleventh Grade

United States History and Geography Since 1877: A Modern United States History

United States History and Geography Since 1877: A Modern United States History is a required yearlong course concluding the study of history for students in Alabama's schools (Appendix D). Knowledge and understanding gained during previous years of study provide the foundation for the critical analyses required in this course. The eleventh-grade curriculum is a comprehensive study of critical issues and events in modern United States history. During this course, students gain knowledge of the changing political, economic, and cultural forces at work within the nation; of the impact of the natural environment on all aspects of life in America; and of the role of America in the international community. The following topics provide the focus of content for eleventh-grade United States History and Geography.

- The Expanding Nation—Industrialism and Westward Expansion: 1877-1900s
- Reform and World Leadership: 1890s-1920s
- The Age of Prosperity Through the New Deal: 1920s-1930s
- World War II and Post-War Challenges: 1940s-1970s
- The United States in a Changing World: 1960s to the Present

Instruction in eleventh-grade United States history and geography focuses on significant issues challenging America during the different eras of modern American history. The study of historical issues requires that considerable class time be devoted to discussion and analysis of the topics. Students use maps, globes, charts, and graphs to collect and analyze statistical data. They read and analyze excerpts from various documents and works of literature that illustrate both time and place

Students gain knowledge of the changing political, economic, and cultural forces at work within the nation; of the impact of the natural environment on all aspects of life in America; and of the role of America in the international community.

of each era and write extensively about issues. Also, students acquire knowledge in the application of current technology for collection and analysis of information. Finally, practicing participatory democracy enhances the development of democratic ideals and citizenship studied as part of content. Throughout this course, students apply the fundamental themes of geography to their study (Appendix B).

Most of the issues and questions that face Americans in the twentieth century are virtually the same issues and challenges that have faced humans throughout history. How do people provide for the essential needs of life: food, shelter, and clothing? How do they provide intangibles such as peaceful relations with fellow citizens and neighbors? What decisions do individuals make regarding personal, moral, and ethical issues? How does a nation ensure the full benefits of a democratic society to all peoples?

Life in modern America is far removed from most sources of essential needs. Few people can produce their own food, shelter, and clothing. Consequently, society must ensure an economic system that functions well enough to produce these essentials. Also, the system must provide opportunities for individuals to be able to satisfy their needs. Finally, the changing nature of society has caused some change in the definition of needs. Many people now view access to transportation and electronic communication as a need. Other needs are in the areas of education and health care. Students in eleventh-grade American history address these basic concerns about their society. To help them make decisions in these areas, students draw on the knowledge and understanding of the human condition that they have gained from the study of peoples and cultures throughout history.

The need to coexist peacefully with one's neighbors has been a constant throughout history. ❦

The need to coexist peacefully with one's neighbors has been a constant throughout history. In this course, students become aware of the complexity of this issue for Americans. In the complex world of modern America, this has become a two-fold concern. First, how can domestic tranquility and individual liberties be ensured? This has become a particular problem in the relatively anonymous urban society that is modern America. Many of the social restraints that were present in a less populated, basically rural America do not exist now. Secondly, society must deal with national security on the world scene. The presence of weapons of mass destructive capabilities makes this an important and complicated issue. How do citizens in a democracy deal with questions of international security?

Inherent in the study of any issues or problems in a culture is the question of individual moral and ethical standards. How do individuals make decisions about personal conduct? What are the responsibilities of individuals to themselves and to society?

The question of the impact that technology and technological innovation have on all aspects of life in America is a central issue in the study of modern America. In a relatively short span of time, technology has changed life in America in ways few could have imagined only a short time ago. What are both the good and bad effects of technology on daily life? As students consider this question, they need to take into account the political, social, economic, and environmental effects of technology.

Finally, students address the impact of massive population growth on all aspects of life. How does population growth affect the natural environment? Will people be able to continue to provide basic human needs as the population grows? Will humans be able to respond to the changes in the complexity of society that population growth is bringing?

The Expanding Nation—Industrialism and Westward Expansion: 1877-1900s

During this unit, students study the emergence of the United States as the preeminent industrial nation. Attention is given to the influence of the natural environment, immigration, and democratic government on the rise of industrialism. Important also is the role of the frontier, mechanized agriculture, and technological innovation. Students' attention is directed to westward movement and conflict with Native American cultures. Implicit in this unit is the conflict between organized labor and the developing capitalist industrial forces.

Reform and World Leadership: 1890s-1920s

Study in this unit exposes students to new and somewhat different directions in United States history. As a reaction to massive industrial growth and the accompanying urbanization, the progressive movement was significant during this era. Issues to be studied are the causes and results of reform in labor laws and

> *The impact that technology and technological innovation have on all aspects of life in America is a central issue in the study of modern America.*

politics, including women's suffrage. Important also is the role of the media and the arts in this movement. The ironic impact of the progressive movement in the southern states is a key topic.

Accompanying the study of domestic events is the growing importance and involvement of the United States in the international community. The analysis of the role of the United States in Central and Latin America is emphasized. Finally, the role of the United States in World War I and the war's impact on the United States, as well as the world community, are studied, giving attention to the impact of technological innovation during World War I.

The Age of Prosperity Through the New Deal: 1920s-1930s

This unit focuses on the remarkable changes and challenges facing the United States during this era. Study of the early years of this era focuses on economic growth, contributions in American literature, and internal migration. The analysis of economic success—mass production and advertising—is contrasted with economic collapse near the end of the decade. The role of the agricultural collapse caused by overcropping is one of the important factors to be stressed.

Study of the Great Depression focuses on the changing role of the federal government in all aspects of American life. Implicit in this study is the analysis of the causes of the Great Depression and its impact on the political, economic, and cultural life of the nation, particularly the daily lives of individuals and the extreme poverty of the time. In addition, an analysis of the causes of the Dust Bowl and the resulting impact on life in America is made. The dangers that severe crises, such as the Depression, bring to the democratic process are also considered.

Study of the Great Depression focuses on the changing role of the federal government in all aspects of American life. ❦

World War II and Post-War Challenges: 1940s-1970s

World War II was a turning point in modern United States history. America accepted the role and responsibility of world leader. Study of World War II includes the causes of the war, America's involvement, and the change it brought to the nation and the world.

The idea that World War II created the foundation for remarkable economic growth and social change and established America as the leading political and economic force on the world scene is studied and analyzed.

The end of World War II brought the beginning of another world conflict—The Cold War. Students need to recognize that as the nations of the world began to rebuild after the war, two major forces divided the world. The Western democracies, led by the United States, faced the Eastern communist nations, led by the Soviet Union. During this time, the effect of the Marshall Plan on post-war Western Europe was significant. In addition, the expansion of American involvement to all areas of the world—specifically, the Middle East and Southeast Asia—created situations for potential conflict in the future. Students recognize that America's relations with her neighbors in the Western Hemisphere, especially in Latin America, developed into uneasy debate and concern over American dominance.

Domestic events involved a booming economy, changing demographics, and the beginnings of the American Civil Rights Movement. Students come to understand how and why the economy in America during the 1950s experienced a period of sustained growth with little inflation. Also during this time, the post-war baby boom and internal migration began to affect American life. The Brown v. Board of Education ruling in 1954 served to focus the nation's attention, for the first time, on the plight of minorities.

The United States in a Changing World: 1960s to the Present

The decade of the 1960s is one of the most remarkable times in American history. The study of this decade stresses the nation in conflict at home and abroad for almost the entire time. In addition, the impact of technology on American life began to be more and more evident. During the 1970s, the nation witnessed incredible economic inflation. On the international scene, the opening of relations with China and the continuing involvement in the Middle East were significant events. During their study of this era, students give attention to the rising concern of Americans for the natural environment. Heavy industrialization and population growth had begun to take a tremendous toll on the environment by the 1960s, and Americans began to reflect great concern for environmental matters.

During their study of this era, students give attention to the rising concern of Americans for the natural environment. ❦

Students' study of the 1960s and the 1970s may draw upon many recent sources beyond the textbook. The Vietnam War was the focus of international relations during the 1960s. As the war lengthened, discontent with the war spilled over into the streets. By the 1970s, with the war coming to an end, the attention of the nation became focused on the Middle East. Domestically, the impact of Martin Luther King, Jr., and the Civil Rights Movement brought remarkable change to the South and the nation. In addition, the assassinations of President John F. Kennedy, his brother Robert, Medgar Evers, and Dr. Martin Luther King, Jr., greatly affected the nation. As the gains of the Civil Rights Movement became evident during the 1970s, politics and social relations in the United States, particularly in the South, experienced dramatic change.

Students need to realize the revolutionary nature of this entire period. This era was also the time when the impact of technology on American life became more evident. The space program attracted the imagination of Americans. However, television and the development of computer technology brought changes in the political, economic, and social world that have been almost revolutionary. ❦

Domestically, the impact of Martin Luther King, Jr., and the Civil Rights Movement brought remarkable change to the South and the nation. ❦

ELEVENTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY SINCE 1877: A MODERN UNITED STATES HISTORY

STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.

Students will

MAP AND GLOBE SKILLS

1. Extend the development of map and globe skills.

- Symbols: Determine changes in selected regions over time, using maps for temporal analysis.
  - Geographical
  - Historical
  - Flow maps

- Location: Analyze spatial changes occurring during modern United States history, using a variety of maps.

  Examples: tracing the development of metropolitan areas from 1877 to the present, analyzing the changing patterns of immigration to the United States in the 1920s on maps and graphs, comparing ethnicity maps of the United States in 1950 to those of 1980 and draw conclusions about ethnic movement during that time

- Directions: Be able to apply theoretical models and directions when analyzing models of real communities that they have constructed.
  - Central place theory
  - Zones of economic activity theory
  - Spheres of influence

    Examples: economic, cultural, global city

ELEVENTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY SINCE 1877: A MODERN UNITED STATES HISTORY

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
MAP AND GLOBE SKILLS (continued)	- Scale: Analyze selected problems in spatial terms. Examples: logistics of food and water supply, strategic objectives of belligerent nations in war, political parties and reapportionment
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using graphic organizers. - Charts - Graphs - Maps • Demographic • Political • Economic • Physical relief - Globes - Multilevel time lines - Photographs
	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

ELEVENTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY SINCE 1877: A MODERN UNITED STATES HISTORY

TOPICS	STUDENT OUTCOMES
THE EXPANDING NATION—INDUSTRIALISM AND WESTWARD EXPANSION: 1877-1900S	Students will 4. Evaluate dramatic changes in American life from 1877 to the 1900s. - Impact of transportation and communication - Development within business and labor - Impact of industrialization on farmers and farming - Role of government in society - Impact of urbanization - Role of westward expansion - Problems and benefits of immigration 5. Evaluate American culture from 1877 to the 1900s. - Arts and humanities - Religion Example: centrality of religion in Black culture - Ethnic and racial relations - Family and social life 6. Analyze the societal implications of writings from 1877 to the 1900s. Examples: Plessy v. Ferguson, William J. Bryan's "Cross of Gold" speech, Susan B. Anthony's "Status of Women" speech, Cochise's "Going to a Reservation" speech, Booker T. Washington's "Atlanta Exposition" speech

ELEVENTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY SINCE 1877: A MODERN UNITED STATES HISTORY

TOPICS	STUDENT OUTCOMES
	Students will
REFORM AND WORLD LEADERSHIP: 1890S-1920S	7. Evaluate the reform movements and their impact on American politics, business, and society. - Populist Movement - Progressivism - Square Deal - New Freedom - Creation of Federal Reserve System
	8. Trace the process of overseas expansion, including the Spanish-American War, from the 1890s to the 1920s. - Pacific area - Caribbean area - Latin America
	9. Discuss major aspects of America's involvement in World War I. - Causes - Mobilization - American military role - Technological innovations - Treaty of Versailles
	10. Describe American culture during the late nineteenth and early twentieth centuries. - Arts and humanities - Religion Examples: moral and religious consensus in the Progressive Era, centrality of religion in immigrant subcultures, social relief/hospitals - Ethnic and racial relations - Family and social life
	11. Explain the impact of technological innovations on American life. - Economic - Social - Political

ELEVENTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY SINCE 1877: A MODERN UNITED STATES HISTORY

TOPICS	STUDENT OUTCOMES
	Students will
REFORM AND WORLD LEADERSHIP: 1890S-1920S (continued)	12. Summarize the importance of significant writings associated with events from 1890 through the 1920s. Examples: Woodrow Wilson's "Fourteen Points" speech; 16th, 17th, 18th, and 19th Amendments to the Constitution
THE AGE OF PROSPERITY THROUGH THE NEW DEAL: 1920S-1930S	13. Investigate America's rejection of world leadership following World War I. - Woodrow Wilson's administration - League of Nations - Republican political philosophy
	14. Analyze racial and ethnic conflict during the 1920s and 1930s. - Red scare - Sacco and Vanzetti case - Ku Klux Klan activities - Black migration to northern cities - Racial violence Example: riots, lynchings - Immigration laws of 1920s
	15. Assess the early years of the Great Depression, including the causes of the Depression. - Limited government regulation of business - Stock market speculation - Herbert Hoover's administration - Collapse of farm economy
	16. Describe the impact of the Great Depression on American life. - Politics - Economics • Franklin D. Roosevelt's programs and Keynesian economics - Society

ELEVENTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY SINCE 1877: A MODERN UNITED STATES HISTORY

TOPICS	STUDENT OUTCOMES

Students will

THE AGE OF PROSPERITY THROUGH THE NEW DEAL: 1920S-1930S (continued)

17. Evaluate the impact of Franklin D. Roosevelt's New Deal programs.
    - Politics
    - Economics
    - Society

18. Examine excerpts from significant writings of the 1920s and 1930s.

    Examples: Calvin Coolidge's writings on business, Roosevelt's "Inaugural Address" (1932), Huey P. Long's "Share the Wealth" speech, Supreme Court decisions, Herbert Hoover's "Rugged Individualism" speech

19. Describe major characteristics of American culture during the 1920s and 1930s.
    - Arts and humanities
    - Religion
    - Ethnic and racial relations
    - Family and social life

WORLD WAR II AND POST-WAR CHALLENGES: 1940S-1970S

20. Trace the impact of technological innovations on American life in the 1920s and 1930s.
    - Economic
    - Social
    - Political

21. Analyze America's involvement in World War II.
    - Causes of the war
    - Military participation in the war
    - Military and political leaders
    - Participation in the peace process

ELEVENTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY SINCE 1877: A MODERN UNITED STATES HISTORY

TOPICS	STUDENT OUTCOMES
	Students will
WORLD WAR II AND POST-WAR CHALLENGES: 1940S-1970S (continued)	22. Analyze the impact of World War II on life in America. - Industrialization of the country - Women in the work force - Black migration from the South - Racial and ethnic tensions in the country - Scientific and technological development - Expanding middle class
	23. Contrast domestic policy of the post-war presidents from the 1940s through the 1970s. - Truman's "Fair Deal" - Eisenhower's "Peace and Prosperity" - Kennedy's "New Frontier" - Johnson's "Great Society" - Nixon's "Silent Majority"
	24. Trace the impact of innovations on American life in the 1940s through the 1970s. - Economic - Social - Political - Technological • Space exploration • Television
	25. Contrast the social and political climate of the late 1940s and 1950s with that of the 1960s and 1970s. - McCarthyism - Civil Rights Movement • Feminist movement - Challenge to traditional values and authority - Assassinations - Watergate

TOPICS	STUDENT OUTCOMES
WORLD WAR II AND POST-WAR CHALLENGES: 1940S-1970S (continued)	Students will

26. Describe significant events of the Cold War.
    - Berlin airlift
    - Korean conflict
    - Berlin Wall
    - Cuban missile crisis

27. Analyze the nature of American foreign policy during the Cold War.
    - The Marshall Plan
    - Policy of Containment
    - Alliance system
    - North Atlantic Treaty Organization (NATO)
    - South East Asia Treaty Organization (SEATO)
    - Gulf of Tonkin Resolution

28. Examine change and conflict in American culture during the 1940s through the 1970s.
    - Arts and humanities
    - Religion
      Example: role in Civil Rights Movement
    - Ethnic and racial relations
    - Family and social life

29. Discuss the implications of the Vietnam War for America.
    - Domestic policy
    - Foreign policy

30. Summarize the significance of writings associated with events from the 1940s through the 1970s.

    Examples: Brown v. Board of Education, Eisenhower's "Farewell Address," Kennedy's "Inaugural Address," King's "Letter from the Birmingham Jail," Wallace's "Segregation Now-Segregation Forever" speech, Nixon's resignation speech

ELEVENTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY SINCE 1877: A MODERN UNITED STATES HISTORY

TOPICS	STUDENT OUTCOMES
THE UNITED STATES IN A CHANGING WORLD: 1960S TO THE PRESENT	Students will 31. Evaluate the impact of the Civil Rights Movement on American political democracy. - Black political participation in the South - Increased involvement by women - Rise of black political leadership in urban areas 32. Describe the impact of technological innovations on American life from the 1960s to the present. - Economic - Social - Political 33. Assess America's role in world leadership from the 1960s to the present. - Opening relations with China - Involvement in Middle East - Involvement in Third World countries - Fall of European communism - Global economy: free trade versus tariff - Bush and "The New World Order" 34. Trace the fluctuations of the American economy and its impact on American society. - Inflation in the 1970s - Deficit spending in the 1980s - Government attempts to manage the economy - Reagan's "Reaganomics" 35. Discuss American culture from the 1960s to the present. - Arts and humanities - Religion Example: expanding religious pluralism - Ethnic and racial relations - Family and social life 36. Examine society in America by reading excerpts from significant writings from the 1960s to the present.

Twelfth Grade
American Government

American Government is a required one-semester social studies course for the twelfth grade (Appendix D). Students draw on the knowledge and skills from their previous study of United States and world history and geography as background for this course. Instruction focuses on the nature of individual civic virtue and responsibility. In addition, students become knowledgeable of the structure and workings of government at all levels in the nation. The following topics are used as content organizers for American government.

- Representative Democracy
- Federalism
- Role of the Citizen in American Government
- International Relations

The study of government for twelfth graders in Alabama provides students with a detailed understanding of the function and practical workings of government at all levels in the nation. While a great deal of factual information is necessary in this course, facts alone do not meet the requirements for the study of American Government. Even the analysis of issues through debate and extensive writing activities may not be adequate. It is imperative that students acquire some appreciation and understanding of what it means to be a citizen in a participatory democracy. Consequently, student participation in some type of public service activity is important.

Students acquire skills needed for collecting and analyzing information important to the study of government. In particular, the reading and comprehension of graphic materials, the reading and comprehension of the textbook and documents, and the writing of expository pieces are necessary. Students are expected to complete at least one writing assignment for each unit of content. Finally, social participation enhances the development of democratic ideals and citizenship studied as part of content.

> *Instruction focuses on the nature of individual civic virtue and responsibility.* ❦

In their study of government in America, students respond to some essential questions about the nature of representative democracy. What are the intellectual, moral, and ethical foundations of America's system of government? How are these ideals reflected in the Constitution and Bill of Rights? How do citizens ensure that the ideals of democracy reflected in the Constitution actually are a part of the governing process in the nation? Consideration of these and other related questions provide students with an understanding of the intellectual foundation of American government and with an appreciation and understanding of the role of the citizen in the practical workings of government.

Representative Democracy

This unit focuses on the intellectual influences in the development of representative democracy in America during the Colonial and Constitutional periods. A detailed study of the Constitution is supplemented by the study of other relevant documents such as the *Federalist Papers* and the Articles of Confederation.

Federalism

The American federal system of government as outlined in the Constitution provides the means by which the power to govern is shared at the national, state, and local levels. At the national level, the three branches of government complement each other in a way that best meets the needs of the nation and the people. State and local governments function within this system through certain rights and responsibilities. Students analyze federal, state, and local governments to enhance citizenship in all three governments. A comparison between the United States Constitution and the Alabama Constitution is a part of this study.

Role of the Citizen in American Government

An essential aspect of any government course is a detailed study of citizenship in a democracy. In the broad sense, the entire course is about citizenship; however, a discrete study of the rights and duties of a citizen is important. Students study and discuss citizenship as something more than simply voting. The concept of citizenship as participation is emphasized. While discussion of citizenship is important, some type of voluntary work or participatory project is worth considering as a means of participatory democracy.

How do citizens ensure that the ideals of democracy reflected in the Constitution actually are a part of the governing process in the nation? The concept of citizenship as participation is emphasized. ❦

International Relations

In the interdependent world of the late twentieth century, students' awareness of America's role in the international community is important. In any study of international relations, an essential aspect is the impact of America's international actions not only on world events but also on the everyday life of individual citizens within the nation. Discussion of America as a leading political and military power and the ramifications of such a role is an important topic. Students draw on their knowledge of American history and geography in this study. Timely subjects, such as the changing face of economic competition, the environment, and the ease of access to weapons of mass destruction, are included. ❦

TWELFTH GRADE

AMERICAN GOVERNMENT

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE STUDY OF AMERICAN GOVERNMENT AND/OR ECONOMICS	Students will
MAP AND GLOBE SKILLS	1. Extend the development of map and globe skills. - Symbols: Be able to use graphic models to illustrate how economic concepts are manifested in spatial patterns throughout the world. • Spiral interest maps • Cartograms • Flow charts • Other graphic models - Symbols: Be able to use graphic models to illustrate processes of government. Examples: mapping the federal circuit court districts; comparing state and regional figures on voter registration by party, state, and regional results in presidential elections - Location: Apply an understanding of special interest maps to discussions of issues being studied in class. Examples: identifying and mapping the lands in Alabama that are managed by federal, state, and local governments; illustrating the uneven distribution of resources upon the earth using a variety of special interest maps; mapping global patterns of production and consumption for selected resources such as petroleum

TWELFTH GRADE

AMERICAN GOVERNMENT

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE STUDY OF AMERICAN GOVERNMENT AND/OR ECONOMICS (continued)	Students will
MAP AND GLOBE SKILLS (continued)	- Directions: Apply theoretical models and direction to unfamiliar material encountered in class and independent study. - Scale: Be able to apply abstract scales and distances to selected problems. Examples: applying the concept of time-space convergence (the relative shrinking of earth through technology in transportation and communication)
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Charts - Graphs
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

TWELFTH GRADE

AMERICAN GOVERNMENT

TOPICS	STUDENT OUTCOMES
	Students will
REPRESENTATIVE DEMOCRACY	4. Explain the intellectual foundation of American government. - Ancient Greece and Rome - The European Enlightenment - British heritage
	5. Trace the evolution of representative democracy from the colonial governments to the adoption of the Constitution.
	6. Analyze basic American documents associated with the founding of the federal system. - The Fundamental Orders of Connecticut - The Declaration of Independence - The Articles of Confederation - The Constitution - The Federalist and the anti-Federalist Papers - The Bill of Rights
	7. Compare the Articles of Confederation with the Constitution.
	8. Describe the organization of American government as outlined in the Constitution. - Legislative Branch - Executive Branch - Judicial Branch
FEDERALISM	9. Analyze the relationships among national, state, and local governments.
	10. Describe the organization and operation of state and local governments.

TWELFTH GRADE

AMERICAN GOVERNMENT

TOPICS	STUDENT OUTCOMES
	Students will
FEDERALISM (continued)	11. Analyze political participation by using statistical data. - Voting patterns - Campaign funding - Apportionment
ROLE OF THE CITIZEN IN AMERICAN GOVERNMENT	12. Analyze the relationship between rights and responsibilities of citizens. Examples: due process, rights of the accused, property rights, voting, patriotism, military service
	13. Assess the impact of Supreme Court decisions and Acts of Congress on individual rights. - Plessy v. Ferguson, 1896 - Brown v. Board of Education, 1954 - Engel v. Vitale, 1962 - Civil Rights Act of 1964 - Voting Rights Act of 1965 - Miranda v. Arizona, 1966 - Roe v. Wade, 1973 - Wallace v. Jaffree, 1985
	14. Assess the role of the citizen in a participatory democracy.
INTERNATIONAL RELATIONS	15. Evaluate America's role in the world community. - Politics - Economics - Society

Twelfth Grade Economics

Twelfth-grade economics is a required one-semester study of the workings and institutions of modern-day economic systems (Appendix D). Students apply the knowledge and understanding acquired in their study of economic factors over time to their study of contemporary problems in economics. The study of economics includes the use and interpretation of charts, graphs, tables, and other expressions of statistical data. This course is a study of modern-day economic systems and economic theory; it is not a consumer economics course. The following topics are included in Economics.

- Basic Economic Concepts
- Business and Labor Relations
- Monetary and Fiscal Policy
- Comparison of World Economic Systems

Twelfth-grade economics provides students with detailed knowledge in the workings of modern-day economic systems, in particular the American capitalist system. Students acquire information about basic economic concepts and skills in the interpretation of graphic economic data. The acquisition of information does not meet the requirements of this course. Students apply information and skills to the analysis of issues and problems in contemporary economic systems. In addition, students participate in regular classroom discussion of issues, prepare research projects, and write about economic topics. Social participation enhances the development of democratic ideals and citizenship studied as part of content.

Basic Economic Concepts

Basic Economic Concepts is the introduction to economic principles. Students gain knowledge dealing with the basic elements of economics and their influence on economic theory. Students also compare the three basic economic systems and the mechanics of each. A working understanding of the definitions for microeconomics and macroeconomics is important.

> *Students will acquire information about basic economic concepts and skills in the interpretation of graphic economic data.* ❦

Finally, students complete a detailed study of market economics including why market economies are successful.

Business and Labor Relations

An understanding of business and labor relations is essential to understanding the American economic system. This study includes the various types of business organizations, a brief history of the labor union movement in America, and an evaluation of the relationships between business and organized labor. Finally, students become familiar with government relations relative to business and labor.

Monetary and Fiscal Policy

Because the government has a large role in contemporary economics, students learn about government monetary and fiscal policy and the government's impact on the nation's economy. Students study and analyze tax structures at the local, state, and national levels and compare the tax system in America with that of other industrial nations. This comparison includes the leveling of taxes, degree of fairness in tax structures, and government services derived from the tax structure. Students acquire an understanding of banking systems. Students also become familiar with the Federal Reserve system and its role in the American economy.

Comparison of World Economic Systems

The rapid change in world economic systems over the last decade demands that students know of reasons for the success or failure of various economic systems. Specifically, students study and analyze the apparent collapse of communism. They use their knowledge of world history and geography as essential background information. Students also conduct a careful study of current world economic conditions and discuss possible solutions for economic problems. In response to the increasingly competitive nature of the international market place, students become familiar with various managerial styles and compare those with accepted practices in America.

Students learn about government monetary and fiscal policy and the government's impact on the nation's economy.

TWELFTH GRADE

ECONOMICS

STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE STUDY OF AMERICAN GOVERNMENT AND/OR ECONOMICS.

Students will

MAP AND GLOBE SKILLS

1. Extend the development of map and globe skills.
   - Symbols: Be able to use graphic models to illustrate how economic concepts are manifested in spatial patterns throughout the world.
     - Spiral interest maps
     - Cartograms
     - Flow charts
     - Other graphic models
   - Symbols: Be able to use graphic models to illustrate processes of government.
     Examples: mapping the federal circuit court districts; comparing state and regional figures on voter registration by party, state, and regional results in presidential elections

   - Location: Apply an understanding of special interest maps to discussions of issues being studied in class.
     Examples: identifying and mapping the lands in Alabama that are managed by federal, state, and local governments; illustrating the uneven distribution of resources upon the earth using a variety of special interest maps; mapping global patterns of production and consumption for selected resources such as petroleum

TWELFTH GRADE

ECONOMICS

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE STUDY OF AMERICAN GOVERNMENT AND/OR ECONOMICS. (continued)	Students will
MAP AND GLOBE SKILLS (continued)	- Directions: Apply theoretical models and direction to unfamiliar material encountered in class and independent study. - Scale: Be able to apply abstract scales and distances to selected problems. Example: applying the concept of time-space convergence (the relative shrinking of earth through technology in transportation and communication)
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Charts - Graphs
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

TWELFTH GRADE

ECONOMICS

TOPICS	STUDENT OUTCOMES
	Students will
BASIC ECONOMIC CONCEPTS	4. Explain the basic elements of economics. - Scarcity - Supply and demand - Opportunity costs and trade-offs - Economic goods - Business cycles • Inflation • Deflation • Recession • Balance of trade and trade deficit - Productive resources
	5. Compare the three basic economic systems. - Traditional economy - Command economy - Market economy
	6. Describe the ways by which the economic systems answer three basic economic questions. - What to produce? - How to produce it? - For whom is it produced?
	7. Compare the role of the consumer in the three economic systems.
	8. Evaluate the characteristics of a market economy. - Private property - Competition - Profit motive - Freedom of exchange
	9. Explain the difference between microeconomic and macroeconomic studies.

TWELFTH GRADE

ECONOMICS

TOPICS	STUDENT OUTCOMES
	Students will
BUSINESS AND LABOR RELATIONS	10. Compare the types of business organizations. - Sole proprietorship - Partnership - Corporation - Cooperatives
	11. Trace the growth and decline of labor unions.
	12. Evaluate the impact of business on labor and labor on business.
	13. Discuss the impact of government regulations on business and labor relations. - Interstate Commerce Commission (ICC) - Wagner Act - Federal Trade Commission (FTC) - Taft-Hartley Act - Office of Safety and Health Administration (OSHA) - Labor Management Relations Reporting Disclosure Act (Landrum-Griffin Act) - Equal Employment Opportunity Act - Norris-LaGuardia Act - Wage and hour law
MONETARY AND FISCAL POLICY	14. Explain the role of taxes in the market economy.
	15. Evaluate the tax structures at federal, state, and local levels. - Ability to pay - Benefit theory
	16. Trace the growth of federal, state, and local expenditures. - Problems of budget deficits

TWELFTH GRADE

ECONOMICS

TOPICS	STUDENT OUTCOMES
	Students will
MONETARY AND FISCAL POLICY (continued)	17. Describe the methods by which the United States measures the output of the economy. - Gross National Product (GNP) - Gross Domestic Product (GDP)
	18. Distinguish between monetary policy and fiscal policy.
	19. Evaluate the political and economic impact of fiscal policy on the national economy.
	20. Assess the role of the Federal Reserve system on monetary and fiscal policy.
	21. Explain the functions of financial institutions. - Commercial banks - Savings and loans associations - Credit unions - Consumer credit firms - Stock market/commodity market
COMPARISON OF WORLD ECONOMIC SYSTEMS	22. Evaluate the impact of the collapse of communist economies on the world economy.
	23. Investigate the changing world economic system. - Europe - Asia - South America

TWELFTH GRADE

ECONOMICS

TOPICS	STUDENT OUTCOMES
COMPARISON OF WORLD ECONOMIC SYSTEMS (continued)	Students will 24. Compare ways used by different countries to address individual and national economic problems. - Child care - Health care - National debt - Unemployment - Balance of trade 25. Discuss the interdependence of the United States' economy and the world economy. - European community - Pacific Rim - Developing nations 26. Interpret statistical data related to economic trends and issues of world economic systems. Example: balance-of-payment statement 27. Assess the United States' role as an economic power in the world market. 28. Compare different ways in which businesses are managed between and within countries. - United States - Japan - Germany

APPENDIX A

HISTORY'S HABITS OF THE MIND

HISTORY'S HABITS OF THE MIND

The perspectives and modes of thoughtful judgment derived from the study of history are many, and they ought to be its principal aim. Courses in history, geography, and government should be designed to take students well beyond formal skills of critical thinking to help them through their own active learning to:

- understand the significance of the past to their own lives, both private and public, and to their society.
- distinguish between the important and the inconsequential in order to develop the "discriminating memory" needed for a discerning judgment in public and personal life.
- perceive past events and issues as they were experienced by people at the time in order to develop historical empathy as opposed to presentmindedness.
- acquire, at one and the same time, a comprehension of diverse cultures and of shared humanity.
- understand how things happen and how things change, how human intentions matter, but how their consequences are shaped by the means of carrying them out in a tangle of purpose and process.
- comprehend the interplay of change and continuity and avoid assuming that either is somehow more natural, or more to be expected, than the other.
- prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.
- grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
- appreciate the often tentative nature of judgments about the past, thereby avoiding the temptation of seizing upon particular "lessons" of history as cures for present ills.
- recognize the importance of individuals who have made a difference in history and the significance of personal character for both good and ill.
- appreciate the force of the nonrational, the irrational, the accidental in history and human affairs.
- understand the relationship between geography and history as a matrix of time and place and as context for events.
- read widely and critically in order to recognize the difference between fact and conjecture as well as between evidence and assertion, thereby framing useful questions.

To nurture such habits of thought, narrative history must illuminate vital themes and significant questions, including but reaching beyond the acquisition of useful facts. Students should not be left in doubt about the reasons for remembering certain things, for getting facts straight, for gathering and assessing evidence. "What of it?" is a worthy question, and it requires an answer.

Adapted from Bradley Commission on History in Schools. *Building a History Curriculum: Guidelines for Teaching History in Schools.* Educational Excellence Network, 1988.

APPENDIX B

GEOGRAPHIC EDUCATION THEMES (K-6)

AND

GEOGRAPHIC EDUCATION THEMES (7-12)

GEOGRAPHIC EDUCATION THEMES (K-6)

The fundamental themes for geographic education are presented below.

LOCATION: Position on the Earth's Surface

Absolute and relative location are two ways of describing the positions of people and places on the earth's surface.

PLACE: Physical and Human Characteristics

All places on the earth have distinctive tangible and intangible characteristics that give them meaning and character and distinguish them from other places. Geographers generally describe places by their physical or human characteristics.

RELATIONSHIPS WITHIN PLACES: Humans and Environments

All places on the earth have advantages and disadvantages for human settlement. High population densities have developed on flood plains, for example, where people could take advantage of fertile soils, water resources, and opportunities for river transportation. By comparison, population densities are usually low in deserts. Yet flood plains are periodically subjected to severe damage, and some desert areas, such as Israel, have been modified to support large population concentrations.

MOVEMENT: Humans Interacting on the Earth

Human beings occupy places unevenly across the face of the earth. Some live on farms or in the country; others live in towns, villages, or cities. Yet these people interact with each other: that is, they travel from one place to another, they communicate with each other or they rely upon products, information, and ideas that come from beyond their immediate environment.

The most visible evidence of global interdependence and the interaction of places are the transportation and communication lines that link every part of the world. These demonstrate that most people interact with other places almost every day of their lives. This may involve nothing more than a Georgian eating apples grown in the state of Washington and shipped to Atlanta by rail or truck. On a larger scale, international trade demonstrates that no country is self-sufficient.

REGIONS: How They Form and Change

The basic unit of geographic study is the region, an area that displays unity in terms of selected criteria.

We are all familiar with regions showing the extent of political power such as nations, provinces, countries, or cities; yet there are almost countless ways to define meaningful regions depending on the problems being considered. Some regions are defined by one characteristic such as a governmental unit, a language group, or a landform type, and others by the interplay of many complex features. For example, Indiana as a state is a governmental region, Latin America as an area where Spanish and Portuguese are major languages can be a linguistic region, and the Rocky Mountains as a mountain range is a landform region. A geographer may delineate a neighborhood in Minneapolis by correlating the income and educational levels of residents with the assessed valuation or property and tax rate, or distinguish others by prominent boundaries such as a freeway, park, or business district. On another scale we may identify the complex of ethnic, religious, linguistic, and environmental features that delineate the Arab World from the Middle East or North Africa.

K-6 Geography: Themes, Key Ideas, and Learning Opportunities. Washington, D.C.: Geographic Education National Implementation Project (GENIP), 1989.

GEOGRAPHIC EDUCATION THEMES (7-12)

The fundamental themes for geographic education are presented below.

LOCATION: Position on the Earth's Surface.

Absolute and relative location are two ways of describing the position of places on the earth's surface. In many situations it is important to identify absolute locations as precise points on the earth's surface. For instance, determining the precise position of fresh water supplies is critical to filling the world's fresh water needs. Determining relative location, the position of one place with respect to other important places, is equally significant. If, for example, the position of fresh water supplies with respect to potential water users is too remote, then it will not be feasible to use those supplies.

PLACE: Physical and Human Characteristics.

All places on earth have distinct physical and human characteristics that give them meaning and distinguish them from other places. The physical characteristics derive from the geological, hydrological, atmospheric, and biological processes that produce landforms, water bodies, climate, soils, natural vegetation, and animal life. Human ideas and actions also shape the character of places. Places differ in their population size and density, as well as in their settlement patterns, architecture, kinds of economic and recreational activities, and transportation and communication networks. Places can be distinguished from each other by the ideologies and philosophical or religious tenets of people who live there, by their languages, and by their forms of economic, social, and political organization. Taken together, the physical and human characteristics of places provide keys to identifying and interpreting both basic and complex interrelations between people and their environments, and between different groups of people.

RELATIONSHIPS WITHIN PLACES: Humans and Environments.

All places on the earth have advantages and disadvantages for human settlement. High population densities have developed on flood plains, for example, where people take advantage of level land, fertile soils, water resources, and opportunities for river transportation. By comparison, population densities are usually low in deserts. Yet flood plains are periodically subject to severe damage, and some desert areas have been modified to support large populations.

People modify and adapt to natural settings in ways that reveal their cultural values, economic and political circumstances, and technological abilities. The resulting human-environment relationships have consequences for people and for the environment that produce a worldwide mosaic of patterns dependent upon culture and environment. Each place has its distinctive patterns of human-environment relationships.

MOVEMENT: Humans Interacting on the Earth.

Human beings are unevenly distributed across the face of the earth. Some live in rural areas and others live in towns, villages, or cities. People interact with each other through travel and communications between and among places. They rely upon products, information, or ideas that come from beyond their immediate environment.

The most visible evidences of global interdependence and the interaction of places are the transportation and communication systems that link the world. These systems are used to help people interact with other people and places almost every day of their lives. Interaction changes as transportation and communication technologies change. The geographical and societal changes that come about are an important result of the movement of people, ideas, and products.

REGIONS: How They Form and Change.

The basic unit of geographic study is the region. A region is any area that displays unity in terms of selected criteria. Regions may show the extent of political power such as nations, provinces, countries, or cities. Some regions are defined by a single characteristic such as the governmental unit, language group, or landform type; others by the interplay of many complex features.

Region is a concept used to examine, to define, to describe, to explain, and to analyze the human and natural environments of the earth. There are numerous ways to define meaningful regions, depending on the issue or problems being considered.

Regions provide a context for studying contemporary issues and current events. They may be an intermediate step between our knowledge of local places and our knowledge of the entire planet. Regions are used in many ways in geographic education. They define convenient and manageable units upon which to build our knowledge of the world.

7-12 Geography: Themes, Key Ideas, and Learning Opportunities. Washington, D.C.: Geographic Education National Implementation Project (GENIP), 1989.

APPENDIX C

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

STUDENT OUTCOMES

THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE.

Students will

MAP AND GLOBE SKILLS

1. Extend the development of map and globe skills.
   - Symbols: Be able to find major geographic factors associated with the study of America's history.
     Examples: ocean currents, prevailing winds, large forests, major rivers, significant mountain ranges
   - Location: Apply knowledge of cardinal and intermediate directions to describe the relative location of selected places in North America.
     Examples: Maine in the northeastern United States, Mexico south of the United States, the Atlantic Ocean on the eastern border of Georgia
   - Location: Apply the knowledge of a grid system to describe the absolute location of selected places encountered during the study of America's history.
     - Latitude and longitude
       Example: comparing climates of places in America with countries of the origin of early settlers
       - † Equator
       - † Tropics of Cancer and Capricorn
       - † Arctic and Antarctic Circles
       - † Prime Meridian, 180° Meridian (International Date Line) relative to North America and the world

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

	STUDENT OUTCOMES
THE FIRST THREE OUTCOMES ARE APPLIED THROUGHOUT THE COURSE. (continued)	Students will
MAP AND GLOBE SKILLS (continued)	- Directions: Extend orientation skills by following and giving specific cardinal directions and verbal instructions. Example: describing proposed trade and exploration routes through the eyes of the explorers - Scale: Compare differences found on a variety of scales. Example: comparing a local area map with a map of a larger area such as Jamestown with the 13 colonies or with the North American continent
GRAPHIC ORGANIZERS	2. Know how to interpret and display information and data using various graphic organizers. - Maps - Globes - Time lines - Charts - Illustrations
REFERENCE SKILLS	3. Apply reference skills (*Alabama Course of Study: Language Arts*) in independent investigations of selected topics.

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

EXPLORATION AND SETTLEMENT

PERIODS	STUDENT OUTCOMES
	Students will
BEGINNINGS: PREHISTORY TO 1607	4. Describe the natural environment of North America. - River systems - Physical geography • Land forms • Natural regions • Native wildlife and vegetation - Natural resources
	5. Explain the causes and effects of the migration and settlement in prehistoric America. Examples: land bridge, diffusion of Indian culture
COLONIZATION: 1607-1750s	6. Locate and describe the areas settled by Europeans. - English - Spanish - French
	7. Describe the location and natural environment of the three primary groups (Northern, Middle, Southern) of English colonies. - Climate - Land - River systems - Forest covers
REVOLUTIONARY ERA: 1750s-1800s	8. Describe exploration of the frontier from the 1750s through the 1800s. - Daniel Boone - Lewis and Clark

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

EXPLORATION AND SETTLEMENT (continued)

PERIODS	STUDENT OUTCOMES
	Students will
REVOLUTIONARY ERA: 1750s-1800s (continued)	9. Relate the impact of early exploration on future westward expansion. - Cumberland Gap - Santa Fe Trail - Oklahoma Trail
SECTIONALISM AND THE WESTWARD MOVEMENT: 1800s-1860s	10. Explain the impetus for movement to the frontier during the early nineteenth century. - Land - Slavery - Adventure - Opportunity for economic advancement
	11. Describe the contributions of selected individuals and groups to westward expansion. - Brigham Young - Mountain men - Pioneers
	12. Explain the interaction of man with the natural environment that occurred during the exploration and settlement of the frontier in America. - Trails - Hazards
TRANSITION TO MODERN AMERICA: 1860s-1920s	13. Explain why the phrase "end of the Frontier" is descriptive of America in the early 1900s.
MODERN AMERICA: 1900S-PRESENT	14. Compare the "frontier" concept in modern America to earlier concepts of the frontier. - Space - Oceanic exploration

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

CONFLICT AND COOPERATION

PERIODS	STUDENT OUTCOMES
	Students will
BEGINNINGS: PREHISTORY TO 1607	15. Identify reasons for conflict among Native American societies. 16. Analyze why cooperation was a necessary aspect of Native American societies. - Intra-tribal - Inter-tribal 17. Describe conflict and cooperation between Europeans and Native Americans in their initial contact.
COLONIZATION: 1607-1750s	18. Describe the relationships between Europeans and Native Americans during colonization. Examples: trade, disagreements over land use, sharing of ideas 19. Describe efforts of Europeans to establish dominance in North America. Examples: English privateers, French fur traders, Spanish gold miners 20. Give examples of conflict and cooperation both within and among the English colonies. Examples: religion in Massachusetts, land in Virginia, trade, boundaries
REVOLUTIONARY ERA: 1750s-1800s	21. Explain the conflict between American colonies and England leading to the Revolution. - Taxation without representation • Stamp Act • Boston Massacre • Boston Tea Party - Military presence

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

CONFLICT AND COOPERATION (continued)

PERIODS	STUDENT OUTCOMES
	Students will
REVOLUTIONARY ERA: 1750s-1800s (continued)	22. Describe efforts of groups in the American colonies to mobilize support for independence from England. Examples: Minutemen, Letters of Correspondence
	23. Explain the significance of major battles of the American Revolution. - Locations • Lexington-Concord • Bunker Hill • Saratoga • Yorktown - Issues - Outcomes - Personalities - Strategies
SECTIONALISM AND THE WESTWARD MOVEMENT: 1800s-1860s	24. Analyze the conflicts between westward-moving settlers and Native Americans. - Settlers' perspective - Native Americans' perspective
	25. Analyze sectionalism in America during the first half of the nineteenth century. - Slavery - States' rights - Personalities - Economic differences
	26. Summarize major aspects of the Civil War. - Causes - Personalities - Issues - Outcome

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

CONFLICT AND COOPERATION (continued)

PERIODS	STUDENT OUTCOMES
	Students will
TRANSITION TO MODERN AMERICA: 1860s-1920s	27. Describe relationships between workers and owners from the 1860s to the 1920s. Examples: establishment of unions, construction of railroads
MODERN AMERICA: 1900S-PRESENT	28. Summarize America's role in the global community from the 1900s to the present. Examples: role in various wars, symbol of freedom

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

CHANGE: CULTURE AND TECHNOLOGY

PERIODS	STUDENT OUTCOMES
	Students will
BEGINNINGS: PREHISTORY TO 1607	29. Analyze the relationship of technology to exploration and settlement in North America. Examples: tools, weapons, compass
COLONIZATION: 1607-1750S	30. Relate cultural practices to differences among the European settlements in North America. Examples: Spanish religious zeal, French economic goals, English goals for settlement
	31. Describe the cultural impact of contact between Europeans and Native Americans. Examples: new foods, religion, breakup of families, mixed marriages
	32. Analyze the emergence of the American culture during colonization. Examples: English as the dominant language, Protestantism, English common law
	33. Compare daily life of people in the Northern, Middle, and Southern colonies. Examples: impact of religions, types of work, use of land, leisure activities
REVOLUTIONARY ERA: 1750s-1800s	34. Be able to trace the development of an American culture from 1750 to 1800. - Traditions - Religions - Language

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

CHANGE: CULTURE AND TECHNOLOGY (continued)

PERIODS	STUDENT OUTCOMES
	Students will
SECTIONALISM AND THE WESTWARD MOVEMENT: 1800s-1860s	35. Analyze the impact of selected technological developments on life in America from 1800 to 1860. Examples: interchangeable parts, cotton gin, steam engine, water-powered turbine engine
	36. Describe major changes in American society from 1800 to 1860. Examples: women's suffrage movement, expanding educational system, emerging writers and artists
TRANSITION TO MODERN AMERICA: 1860s-1920s	37. Describe the impact of the influx of immigrants on American life in the late nineteenth century. - Politics - Industry - Agriculture Examples: workers for factories, growth of cities
MODERN AMERICA: 1900S-PRESENT	38. Describe the impact of technology on life in modern America. Examples: electricity, television, computers

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

DEVELOPING DEMOCRACY

PERIODS	STUDENT OUTCOMES
	Students will
BEGINNINGS: PREHISTORY TO 1607	39. Describe governing concepts among Native Americans. Examples: leadership, rules, clans, councils
	40. Explain reasons for European exploration and settlement of North America. Examples: political freedom, economic freedom
COLONIZATION: 1607-1750s	41. Describe the development of representative government in America during colonization. Examples: Mayflower Compact, House of Burgesses
	42. Analyze the relationship between religion and government in colonial America. Examples: ethical values, laws
REVOLUTIONARY ERA: 1750s-1800s	43. Summarize the major points in selected writings related to American independence. Examples: *Common Sense* by Thomas Paine, Declaration of Independence, Patrick Henry's "The Call to Arms" ("Give Me Liberty or Give Me Death") speech
	44. Identify the weaknesses of the Articles of Confederation.

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

DEVELOPING DEMOCRACY (continued)

PERIODS	STUDENT OUTCOMES
	Students will
REVOLUTIONARY ERA: 1750s-1800s (continued)	45. Identify major aspects of the Constitutional Convention. - Major personalities and their roles - Key issues - Results
	46. Explain major concepts of the United States Constitution. - Relationship between government and people - Separation of powers - Democratic republic
	47. Relate the significance of personal freedoms guaranteed in the Bill of Rights to the daily lives of citizens. Examples: religious freedom, free speech
	48. Describe the government during the presidency of George Washington. Examples: election, organization
	49. Summarize the contributions of selected individuals to the establishment of the United States of America. Examples: Thomas Jefferson, Benjamin Franklin, James Madison, George Washington, Alexander Hamilton
SECTIONALISM AND THE WESTWARD MOVEMENT: 1800s-1860s	50. Analyze obstacles to the expansion of American democracy from 1800 to 1860. Examples: limitations on voting rights, slavery

FIFTH GRADE

UNITED STATES HISTORY AND GEOGRAPHY: SELECTED THEMES AND PERIODS

(Thematic Arrangement)

DEVELOPING DEMOCRACY (continued)

PERIODS	STUDENT OUTCOMES
	Students will
SECTIONALISM AND THE WESTWARD MOVEMENT: 1800S-1860S (continued)	51. Explain the impact of the 12th, 13th, 14th, and 15th Amendments to the Constitution on democracy in America.
TRANSITION TO MODERN AMERICA: 1860S-1920S	52. Compare democracy in America before and after the 19th Amendment to the Constitution.
MODERN AMERICA: 1900S-PRESENT	53. Describe physical changes in America that have occurred over time through the examination of historic maps, charts, and graphs. - Added states and territories - Changing population - Economic base
	54. Explain the political, social, and economic impact of the Civil Rights Movement in the evolution of American democracy.

APPENDIX D

STANDARD AND ADVANCED DIPLOMA REQUIREMENTS

STANDARD DIPLOMA REQUIREMENTS

English		4
Mathematics		2
Social Studies		3
Alabama History	1/2	
Anthropology or Consumer Economics or World Geography or World Issues	1/2	
United States History	1	
United States Government	1/2	
Economics	1/2	
Science		2
Life Science	1	
Physical Science	1	
Health Education		1/2
Physical Education		1
Electives		9 1/2
MINIMUM UNITS REQUIRED	**TOTAL**	22

Ala. Admin. Code r. 290-030-010-.06(11.1) (a-1)

ADVANCED DIPLOMA REQUIREMENTS

English		4
Foreign Languages *		2
Mathematics		3
Geometry	1	
Algebra II	1	
Math Elective	1	
Science		3
Life Sciences (e.g. Biology, Marine Science, Anatomy, Physiology, Ecology)	1	
Physical Sciences (e.g., Physics, Chemistry, Physical Science)	1	
Elective (either Life or Physical Science)	1	
Social Studies		4
Standard Diploma Requirements	3	
World History	1	
Health Education		1/2
Physical Education		1
Electives		4 1/2
MINIMUM UNITS REQUIRED	**TOTAL**	22

*Student must earn 2 units in the same foreign language. Exceptions to this must be approved by the State Superintendent of Education.

Ala. Admin. Code r. 290-030-010-.06(11.2) (a-2)

APPENDIX E

PLEDGE OF ALLEGIANCE

§ 16-43-5. STUDENTS TO BE AFFORDED OPPORTUNITY TO VOLUNTARILY RECITE PLEDGE OF ALLEGIANCE TO UNITED STATES FLAG

The state board of education shall afford all students attending public kindergarten, primary, and secondary schools the opportunity each school day to voluntarily recite the pledge of allegiance to the United States flag. (Acts 1976, No. 360, p. 425.)

APPENDIX F

SUGGESTED GUIDELINES FOR ESTABLISHING LOCAL TIME REQUIREMENTS FOR SUBJECT AREAS

STUDY HABITS, HOMEWORK, AND STUDENT RESPONSIBILITIES

SUGGESTED GUIDELINES FOR ESTABLISHING LOCAL TIME REQUIREMENTS FOR SUBJECT AREAS

In accordance with # 1.1.5 (Action Item # F-1) adopted by the Alabama State Board of Education on February 23, 1984, which directs the State Courses of Study Committee to include time-on-task requirements in the State Courses of Study, the following recommendations are made:

- LOCAL SCHOOL SYSTEMS SHOULD DEVELOP TIME ALLOCATIONS THAT REFLECT A BALANCED SCHOOL DAY. IN ADDITION, THEY SHOULD ACCOUNT FOR THE LAW RELATED TO TIME REQUIREMENTS (ALA. CODE §16-1-1); THAT IS, THE TOTAL INSTRUCTIONAL TIME OF EACH SCHOOL DAY IN ALL SCHOOLS AND AT ALL GRADE LEVELS SHALL NOT BE LESS THAN 6 HOURS OR 360 MINUTES, EXCLUSIVE OF LUNCH PERIODS, RECESS, OR TIME USED FOR CHANGING CLASSES.
- THE RECOMMENDED LIST BELOW RESULTED FROM CONSIDERATIONS OF A BALANCED EDUCATIONAL PROGRAM. ANY DEVIATIONS ESTABLISHED AT THE LOCAL LEVEL SHOULD BE ACCOMPANIED BY RATIONALES THAT ENSURE BALANCE AND ARE COMPATIBLE WITH THE DEVELOPMENTAL CHARACTERISTICS OF STUDENTS.

SUBJECT AREA	GRADES 1-3	GRADES 4-6
Language Arts Spelling, Grammar, Listening, Handwriting, Composition, Speaking	60 minutes daily	60 minutes daily
Reading	90 minutes daily	60 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily	30 minutes daily
Health	60 minutes weekly	60 minutes weekly
Art	60 minutes weekly	60 minutes weekly
Music	60 minutes weekly	60 minutes weekly
Computer Education	60 minutes weekly	60 minutes weekly

NOTE: Time requirements provide a general plan and are to be implemented with a flexibility that encourages interdisciplinary approaches to teaching.

Grades 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit. A time allotment of either 50 minutes per day or 250 minutes per week will satisfy this requirement and still allow for flexible scheduling. This requirement applies to those schools that are not accredited as well.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

Remedial and/or Enrichment Activities

Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

Kindergarten

In accordance with Ala. Admin. Code r. 290-050-010-.01 (4) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools and Ala. Admin. Code r. 290-050-010-.02 Alabama Kindergartens, the overall daily time schedule of the kindergarten shall be the same as the schedule of the elementary schools in the system of which they are a part. In setting up a child's schedule, consideration should be given to rest periods and variety in activities. The schedule should provide some time for the child to follow individual interests in a relaxed, unhurried atmosphere. The schedule should be flexible and not followed in such a manner as to cause tension or a feeling of pressure on the part of the child. In a well-planned kindergarten program, a child should enjoy and profit from a full-day's activity.

STUDY HABITS, HOMEWORK, AND STUDENT RESPONSIBILITIES

Through classroom activities, students should learn to understand and accept responsibility and to value the importance and dignity of work. Students need to become aware that increasing their competency increases their ability to achieve desired goals and to function as responsible citizens. Early in school, students should learn that work and responsibility are important aspects of growing up. They should learn to take pride in work well done.

It is important for students to see how their relationships with adults and classmates affect their performance and success in school. When students become responsible persons, they learn to accept and solve problems as well as to trust in their own abilities. This acceptance of responsibility helps to make their relationships with others more meaningful and satisfying.

Guidelines for promoting appropriate student behaviors which lead to acceptance of responsibility should be developed by local boards of education. These guidelines should focus on giving students a sense of ownership or investment in their education. Lessons should include emphasis on student responsibility and evidence of student progress in accepting responsibility.

In relation to the understanding and acceptance of responsibility and to the value of the work ethic, students should learn to study effectively and to apply problem-solving and critical-thinking skills. Student responsibility in the learning process must be clearly defined. The use of study skills and homework should be a part of every student's instructional plan.

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